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ABSTRACT

The annual report for 1971 of the activities of the Council for Cultural Cooperation and Cultural Fund in Great Britain is presented in this booklet. An introduction overviews the goals and activities of the Council, and then a first chapter considers the organization of education. A second chapter discusses curricula, content, and subjects, while a third chapter covers teacher training. Subsequent chapters focus on examinations and assessment; educational technology; research activities; equivalance and mobility; documentation and publications; cultural development; and youth activities. Appended are supportive reports and a list of reports, publications, and material for display as well as a summary of the program financed by the Cultural Fund in 1971. (SH)

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annual report 1971

COUNCIL FOR CULTURAL CO-OPERATION

AND CULTURAL FUND OF THE COUNCIL OF EUROPE

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COUNCIL
FOR
CULTURAL
CO-OPERATION

AND
CULTURAL FUND

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ANNUAL REPORT 1971

STRASBOURG
1972

This report has been prepared by the Council for Cultural Co-operation in pursuance of Article V, paragraph 4, of the Statute of the Cultural Fund, which requires the Council to " transmit an annual report on its activities to the Committee of Ministers, who shall communicate it to the Consultative Assembly ".

It has been circulated as a document of the Consultative Assembly of the Council of Europe under the serial number: Doc. 3150.

At the time of going to press, it had not yet been examined by the Committee of Ministers.

CONTENTS

	Page
INTRODUCTION	11
A. ORGANISATION OF EDUCATION	
1. Permanent education	21
2. Pre-school education	22
3. Position of junior and intermediary staff at university	24
4. European centres	25
B. CURRICULA, CONTENT, SUBJECTS	
1. Road safety education	27
2. Part-time technical and vocational education	29
3. Spanish and Italian taught as foreign languages	31
C. TEACHER TRAINING	
1. Practical subjects in technical and vocational schools	33
2. Further training	34
3. Crash courses for modern language teachers	36
4. Adult educators	37
D. EXAMINATIONS AND ASSESSMENT	
1. Objectives and methods	39
2. New teaching and examination methods in higher education	40
3. Evaluation of multi-media systems	42

E. EDUCATIONAL TECHNOLOGY

1. Creation of a Steering Group for Educational Technology 43
2. Integration of audio-visual aids into modern language teaching 43
3. Co-production and circulation of educational media for school education 44
4. Multi-media distant study systems in higher education... 45
5. Units-credits systems in adult modern language learning .. 46
6. Co-ordination of the production of multi-media systems .. 48

F. RESEARCH ACTIVITIES

1. Co-ordination of university research planning 51
2. Two educational research symposia 52
3. Colloquium of Directors of Educational Research Institutes 54

G. EQUIVALENCE AND MOBILITY

1. Equivalence of certificates, degrees and diplomas 55
2. Mobility of higher education staff and research workers .. 56

H. DOCUMENTATION AND PUBLICATIONS

1. EUDISED Project 59
2. Publications policy 61

I. CULTURAL DEVELOPMENT

1. Cultural accounts..... 63
2. Cultural statistics 64
3. Cultural needs and aspirations 64
4. Cultural development in European towns 64
5. Television and cultural development 65
6. Presentation of science to the public 65
7. Sport for All 68
8. Other cultural activities 69

J. YOUTH ACTIVITIES

1. European Youth Centre 71
2. European Youth Foundation 73

APPENDICES

Appendix A — Opinion No. 8 on Recommendation 567 (Twenty years of European cultural co-operation) of the Consultative Assembly 75

Appendix B — List of Symposia organised in 1970 by the Directorate of Education and of Cultural and Scientific Affairs 77

Appendix C — Reports, publications and material for display ... 79

Appendix D — Programme financed by the Cultural Fund in 1971 97

Appendix E — Balance-sheet of the Cultural Fund as at 31 December 1971 103

INTRODUCTION

1. The year 1971 will be remembered in the annals of the Council for Cultural Co-operation chiefly as the year in which the problems arising from proposals to create a European Office of Education came to a head and in which important decisions concerning future priorities and programming methods were reached. The heart-searching involved came at an appropriate moment in that this was the year leading up to the 10th anniversary of the creation of the CCC, which came into operation on 1 January 1962, in accordance with Resolution (61) 39 of the Committee of Ministers of the Council of Europe. It was also a year in which certain large-scale projects, notably EUDISED, Permanent Education and Educational Technology became operational and/or began to bear fruit.

2. It was in October 1969 that the Consultative Assembly, taking inspiration from a declaration by the French Minister of Education, Mr. Edgar Faure, at the 6th Conference of European Ministers of Education, adopted its Recommendation 567 which advocated:

— the establishment of a European Office of Education under the technical control of the Ministers of Education of member countries, and with centres attached to it;

— giving the Conference of European Ministers of Education a permanent character so that it could determine the priorities of a European policy in the field of education;

— strengthening the CCC so that it could prepare and implement a long-term programme of cultural development and create the requisite structures.

These proposals were left in abeyance for a year, but in the autumn of 1970 the Committee of Ministers seized the CCC of the question and sent an interim reply to the Assembly in which it stated inter alia that " it felt that it was not possible at the moment to set up a European Office of Education ", but " relying on the CCC to meet the clearly increasing requirements for educational and cultural co-operation in Europe ", it thought, on the other hand, that the CCC's new programme

might develop along lines more in keeping with the Assembly's requirements, and instructed the CCC to examine this part of Recommendation 567 in this light and to report in due course.

3. At its 19th Session in March 1971, the CCC held a preliminary debate on this problem, but, in view of the fact that the Conference of European Ministers of Education had not yet determined to what extent it was prepared to assume a role of " technical control " over European educational co-operation, decided to postpone its final reply to the Committee of Ministers until its September Session. This decision was inevitable for two further reasons:

— there had, in the meantime, been a proposal by the present French Minister of Education, Mr. Olivier Guichard, that an Office of Education should be set up which might be associated with the European Communities;

— the whole question of the distribution of tasks between intergovernmental organisations carrying out European activities was being examined between the Committee of Ministers and the Consultative Assembly in the Joint Committee.

4. By September 1971, however, the situation could be seen in sufficiently clear perspective for the CCC to hold a major policy debate on the basis of the following theoretical alternatives:

— The present situation, where different organisations with overlapping membership go their own way and, for the most part, develop slowly on traditional lines, could be maintained. This might lead to further duplication and yield results which would be disappointing to many governments.

— A flexible system available to all, if necessary with a provision for " partial agreements ", could be based on the European Conference of Ministers of Education and the Council for Cultural Co-operation.

5. The CCC was bound to recognise, however, that there had been no firm lead as to the extent, nor for that matter, as to the form of the intensified educational and cultural co-operation in Europe which all, including the Committee of Ministers in their interim reply to the Consultative Assembly, seemed to desire.

6. In particular it was noted that the European Ministers of Education had decided at their Brussels Conference in June 1971 that, while their conference should become a standing conference, it should remain autonomous, without setting up an independent institutional framework. However, the Ministers had instructed their senior officials not only to prepare the themes of future conferences but also to help in identifying priority areas which could be studied by the international organisations thanks to " a two-way traffic of ideas between governments and these

organisations ", thereby enabling organisations to play a more active role in the identification and apportionment of future tasks. Finally, the Ministers had instructed their senior officials to follow up the results of their recommendations to international organisations, and these had been asked to contribute to the progress report submitted to each conference.

7. In view of these decisions and of the fact that the Conference had invited both OECD and the Council of Europe to investigate certain problems of priority interest to governments, the CCC was bound to conclude that the Conference did not envisage undertaking any specific supervisory function vis-à-vis the CCC, as advocated by the Consultative Assembly, and did not feel justified in interfering with the independent right of international organisations to establish their own programmes. At best, the " two-way traffic " of ideas would establish a fruitful dialogue between the organisations concerned and the Ministers of Education.

8. Perhaps most important of all, the Ministers of Education had called for new forms of intensified co-operation in the field of education (Resolution No. 3 of the Conference). This, taken in conjunction with the invitation of the Committee of Ministers to explore the possibilities of meeting the clearly increasing requirements for educational cultural co-operation in Europe in the light of the concept of a European Office of Education, incited the CCC to make a positive offer in its Opinion No. 8. This text was the basis of the Committee of Ministers' reply to the Consultative Assembly on Recommendation 567 (see Appendix A to the present report).

9. It will be noted that this reply is necessarily cautious, for certain prior conditions, outside the competence of the CCC, remained to be fulfilled:

(*a*) in order to fulfil, even provisionally, the functions which would fall to a European Office of Education, it was first necessary to know clearly what forms of intensified co-operation the governments had in mind;

(*b*) any form of intensified co-operation would imply greater resources in staff and funds than were at present available to the CCC.

10. For these reasons, the CCC decided to set up a working party to examine in more concrete terms the problems of intensified co-operation in the field of education and to study more closely the methods of achieving the aims outlined by the Committee of Ministers and the Conference of European Ministers of Education.

11. This working party met for the first time in December 1971 and proposed to the CCC that it should consider the possibility of launching " special projects " which would be financed by the governments directly

interested therein and willing to make particular contributions to their cost outside the normal programme of the CCC which is financed by a collective contribution from member States (known as the " guarantee " to the Cultural Fund). These special projects would be supervised by representatives of the Ministers of Education concerned and the funds earmarked for them would be administered by the CCC by means of special accounts opened within the framework of the Cultural Fund. It was felt that such a system, without preventing all member States that so desired from participating in new forms of intensified co-operation, would enable certain States to go ahead with important projects without laying on others the obligation to share the burden. In order to avoid inflating the expenditure of the Council of Europe unduly, it was envisaged that these projects should be staffed on an ad hoc basis, possibly by the secondment of ministerial officials. Finally, the working party proposed criteria which would clearly distinguish special projects from those included in the normal CCC programme.

12. Care was taken to avoid the term " partial agreement " in connection with these projects, since in the Council of Europe this has legal connotations which were not intended. The term " priority projects " was also rejected, since there seemed no reason to give the proposed type of project priority over the normal programme. It was repeatedly stressed, indeed, that special projects should not be allowed to become a divisive force in European cultural co-operation but must form an intrinsic part of the multilateral system controlled by the CCC.

13. It should be noted that these proposals, which were illustrated by three or four specimen projects, had not been examined by the CCC by the end of 1971. Further examination of outstanding problems will be necessary in 1972. Three in particular should be mentioned:

— the future organisation of cultural co-operation, as distinguished from educational co-operation, bearing in mind that the two are often linked as regards both substance and their administrative control in member countries;

— the future composition of the CCC (it is for member governments alone to decide upon their representation);

— the strengthening of relations between the CCC and the Committee of Senior Officials of the Conference of European Ministers of Education on the one hand, and the other competent international organisations on the other.

14. Simultaneously with this operation, the CCC adopted its programme for 1972 and began work on the preliminary draft programme for 1973. As the above summary of events shows, the latter will be the first answer to a series of challenges, both political and administrative, which can be summed up in the phrase: " how to carry out progressively the tasks envisaged for a European Office of Education ". Unfortunately,

these challenges also coincide with a period of financial stringency which is reflected most clearly in the number of staff available to carry out projects. The CCC is therefore involved in two apparently conflicting tendencies: one towards the expansion of educational and cultural co-operation in Europe, the other towards concentration. The planning procedures and restructuring of the CCC's programme, already agreed in theory, and the more recent proposal to set on foot special projects may both be seen as means of resolving this apparent conflict, by devoting greater resources to a smaller number of major projects.

15. This is not the place to analyse in detail the new layout of the CCC's programme. Suffice it to say that, so far as educational co-operation is concerned, the main innovations are:

(*a*) the inclusion of a section "Education — general", which covers horizontal projects extending beyond the field of competence of any single permanent committee;

(*b*) the inclusion of a section on research co-operation, which is based on different criteria from educational projects;

(*c*) the classification of the work of the three educational sectors covered by the permanent committees under five main areas of study, each headed by a policy motivation, these areas being: the structure and organisation of education, the teacher, curricula, media and methods, assessment and guidance;

(*d*) the selection of projects and activities within these areas of study, accompanied by a clearly defined objective, a time-schedule and a description of methods of implementation.

16. The purpose of these measures is to improve planning procedures and to ensure that, whenever suitable, problems are examined either from the point of view of permanent education as a whole or in such a way that the work in one sector which has implications for another sector may be exploited accordingly.

17. Two of the most important decisions taken by the CCC in this connection related to the creation of complementary steering groups with general competence for the fields of permanent education and educational technology. These steering groups, which follow upon those previously created for educational documentation (EUDISED) and educational research, will be mainly responsible for intensifying co-operation in these fields by launching operations designed to show how theory may be put into practice. Thus the Steering Group on Educational Technology will concentrate on multi-media distant study systems including the possibilities of co-producing multi-media software and of creating units-credits systems accompanied by appropriate assessment procedures, while the Steering Group on Permanent Education will select, study and assess pilot experiments in member countries which have significance for more than one sector of education. Both

groups will also be at the disposal of the permanent committees for the development of their work. This innovation, together with the proposals to institute special projects, may be interpreted as an indication of the CCC's determination to enter upon the operational stage of European educational co-operation.

18. Reference was made in paragraph 14 to the dilemma caused by apparently conflicting tendencies: one towards expansion, the other towards concentration. It was already clear in 1970 that, if the CCC was to avoid a proliferation of disparate activities which prevented the concentration of staff and funds on projects of major interest to member governments, certain traditional activities would have to be sacrificed. The difficulties arising from such a reappraisal may be illustrated by three problems discussed by the CCC in 1971: the place of mutual aid/technical assistance in its programme, relations with non-governmental organisations and the future of the European exhibitions.

19. The CCC has had mixed experience in its efforts to provide technical assistance and mutual aid at the request of certain countries. The project for the further training of Turkish teachers may be said to have been largely successful. But in some other cases lack of direct experience and remoteness from the scene of operations have led to disappointing results having regard to the time spent and the funds allocated. The question was therefore raised whether the CCC should not stand down in this field in favour either of bilateral co-operation or of multilateral co-operation within the framework of UNESCO, which has vast world-wide experience. After careful reflection, the CCC decided that it could not lightly disregard the instructions it had received under Resolution (61) 39 (paragraph 14 (*h*)), which defines one of the elements of its programme as " to develop mutual aid among member States ". Moreover, it was recognised that an unjust situation would arise if the funds contributed by certain developing countries were used exclusively to promote cultural priorities involving mainly the most highly developed countries. The CCC therefore reaffirmed its determination to develop mutual aid among member States and decided that projects for technical assistance to specific countries " would be related to major themes of the programme and included as specific projects under the corresponding theme ". The effect of this decision is to relate mutual aid projects to the main priority themes of the programme.

20. As regards relations with NGOs, the CCC came to the reluctant conclusion that it could no longer devote such a high proportion of its funds to grants. It therefore decided that, in its relations with NGOs, it would give preference to the commissioning of work which it had reason not to carry out directly itself. As regards grants, the CCC will henceforth give first priority to " work which will make a positive contribution to the aims of the CCC " by providing a feed-back to the programme, and second priority to " activities which are designed to

Recognition of the deep impact that the child's first experiences are likely to have on its personality has been a vital factor in drawing attention to the importance of pre-school education (*C.O.I., London*).

secure notable publicity for the results of the CCC's work ". It was further ruled that grants should not be made for activities which NGOs pursued in the normal course of their work (annual general meetings etc.) or which benefited only a few individuals. It was nevertheless agreed that, so long as the European Youth Foundation had not been created, grants to youth organisations would have to be continued.

21. The problem of the future of the European Art Exhibitions has been on the agenda of the CCC since the ad hoc Committee of Governmental Experts met to propose the new forward-looking programme of cultural development described in the annual report for 1970. There are two conflicting schools of thought: that which considers it would be irresponsible to abandon one of the most successful cultural activities of the Council of Europe simply because the growing points of the programme have changed, and that which believes that the shift of perspective from the preservation of the European cultural heritage to a forward-looking type of cultural development logically entails a new departure. There were indications towards the end of 1971 that it would be possible in 1972 to work out a new formula for the exhibitions based on an exploitation of the contemporary arts and on a greater use of modern visual media. In the meantime, the programme of traditional exhibitions will continue until the end of 1972.

22. Little reference has been made in this introduction to the work in the field of cultural development. This is because the outline of a new programme has already been agreed and particular projects will be described in the body of the present report. Nonetheless, certain aspects of this work deserve particular mention insofar as they have general policy implications.

23. The first of these is the work being carried out in preparation for the Helsinki Conference on Cultural Policies to be organised in June 1972 by UNESCO. This work has been conceived and executed in close collaboration with UNESCO and a meeting of representatives of member States was held in December 1971 to examine how the results likely to be obtained in the near future could be presented as the collective contribution of member States to the UNESCO Conference. The CCC will put the final touches to this co-operation at its March 1972 Session and in April a colloquy of prominent cultural personalities will be held at Arc-et-Senans to define the attitude of Western European thinkers to cultural development problems. It is hoped that in the longer term this action will result in a close co-ordination of the work of the Council of Europe and of UNESCO in this important field.

24. Within the cultural development programme, under which it is classified as " Cultural development — physical dimension ", the Sport for All programme has received a welcome impetus from the generous decision of the Belgian Government to set up a Clearing House for

Sport for All which will work in close co-operation with the Strasbourg Secretariat. The CCC, for its part, agreed to guarantee a grant of 50,000 FF per annum for the next three years, after making a smaller initial grant in 1971. On the recommendation of the CCC, the Committee of Ministers decided in December to acknowledge this gesture on the part of the Belgian Government by according the patronage of the Council of Europe to the Clearing House. This development may be seen not only as an encouragement to the Sport for All programme, but also as an embodiment of the policy, mentioned elsewhere, of delegating tasks to national centres which are both able and willing to assume European tasks in co-operation with the Council of Europe. The CCC hopes that other national centres will follow suit, notably in the field of general and technical education (see Chapter A, Section 4, below).

25. It has been regretted in certain circles that youth activities form a relatively small part of the CCC's present programme. It should be remembered, however, that the *European Youth Centre*, round which most of these activities revolved while it was financed by the Cultural Fund on an experimental basis, became a permanent Centre on 1 January 1971, and will have its own premises by June of this year. Moreover, the *European Youth Foundation*, which is still on the agenda of the Committee of Ministers, will also — if the present political and financial obstacles are overcome — become a separate entity (see Chapter J, below). For the rest, the Committee for Out-of-School Education and Cultural Development of the CCC is awaiting the European survey of the needs and aspirations of youth, due to be submitted in 1972, in order to propose what measures should be taken in the longer term to assist governments in the conduct of their youth policies. The CCC believes that its action in promoting the Youth Centre and the Youth Foundation has been one of its most significant contributions to European cultural co-operation.

26. A brief word may be said in conclusion concerning the publications policy of the CCC. The CCC has been unique among the organs of the Council of Europe in sponsoring — and financing through the Cultural Fund — a regular series of publications on educational and cultural problems. The results of this policy have been somewhat disappointing, for the reasons explained in the annual report for 1970. The CCC is nevertheless still convinced that, profiting by past experience, given a policy based on careful assessment of the target public for each work, provided finally that a better distribution system can be established in the member countries, the publication of its most authoritative studies is both desirable and necessary. Education and culture are fields in which it is not sufficient to send technical dossiers to governmental departments; it is also necessary to disseminate ideas among influential persons outside the immediate circles of a central authority. For this reason, the CCC decided in the current year to call upon a consultant

to examine the present situation with regard to the selection, production and distribution of publications and to submit proposals to its 21st Session (see Chapter H, section 2). In the meantime, it has been decided to distribute many of the CCC's publications free of charge. It is encouraging to note that the periodicals *Education and Culture* and *Bulletin of the Documentation Centre for Education in Europe* are in increasing demand, while the compendium of Studies on *Permanent Education* (issued free of charge) and the work *School Systems — a guide* (on sale) have had a particularly good reception.

A. ORGANISATION OF EDUCATION

1. Permanent education

The first weeks of 1971 saw the publication, as a contribution to the UN International Education Year, of the highly successful compendium of studies, *Permanent Education*, and by the end of the year steady progress had been made towards practical application of this concept, accepted as fundamental for the CCC's future work.

At a first Round Table, held in Paris in February, the contributing authors discussed the guidelines which could be deduced from the compendium, a synopsis of which had been prepared. As a result of this meeting, the Project Director, Professor Bertrand Schwartz, assisted by Mr. L. Lebouteux, and with the collaboration of a study group meeting at the end of April, was able to draw up a coherent document entitled " Fundamentals for an integrated education policy ", identifying generally felt educational needs, arising from economic and technological factors, as well as from the aspirations of individuals, and showing how these needs can be satisfied by the implementation of the permanent education concept, involving:

— a flexible organisation, based on units-credits systems, which makes education available according to individual needs at appropriate periods of time (recurrent education) and which must allow for a great freedom of options;

— a type of learning which should comprise elements of general education, and should never be purely utilitarian, but take into account individual environmental problems;

— a system of continuous guidance;

— the development of creativity, spontaneity and critical thought;

— self-education assisted by tutoring, use of modern technology and group dynamics. The need for effort to be concentrated on one limited field, which should be treated thoroughly;

— the right to appropriate periods of paid educational leave within a general system of social security financing.

This report was revised and completed at a second Round Table in June, for submission to a joint meeting of experts and of representatives of the three permanent committees organised for the purpose of presenting conclusions to the 20th Session of the CCC in September.

Following a full debate, the CCC decided to accept the final report prepared by Professor Schwartz as a guide for future policy and to set up a steering group, consisting of a small number of high-level specialists on permanent education and representatives of the three permanent committees, which would be available to these committees and to the CCC for purposes of consultation. Its principal task will be to study and assess ongoing national pilot projects in permanent education, the criteria for whose selection are to be finalised at the CCC's 21st Session. Two essential criteria will no doubt be that experiments should have an important bearing on the work of more than one of the permanent committees (i.e. affect more than one of the traditional education sectors), and that the lessons to be learnt from them should have educational implications extending beyond national boundaries.

Finally, a group of five experts met in Strasbourg in December to discuss the *implications of the permanent education concept for the universities*. Its main conclusions were that university teachers, if they were to play their proper part, should change their mentality in order to adapt themselves to new teaching and assessment methods, which should include the introduction of multi-media distant study systems.

While the concept of permanent education should not be interpreted as meaning " higher education for all ", the universities should make an effort to adapt themselves to latecomers, do more to provide continued education and refresher courses for their own graduates, and step up their contribution to extra-mural cultural activities. They should also feel responsible for the education of adult educators.

2. Pre-school education

A symposium,[1] attended by delegates from member States and observers from UNESCO and the European Communities, was organised by the Italian Government in Venice from 11-16 October, under the auspices of the Council of Europe, in order to examine the aims, forms and content of pre-school education.

The conclusions reached were that pre-school education has three main functions: education, compensation and therapy, and detection.

1. The term " symposium " is used in the CCC programme to denote a conference of governmental representatives held at the invitation of a member government on its territory.

Its educational role involves not only the child but also its parents and its background as a whole. Recognition of the deep impact stressed by the psycho-analytical school that the child's first experiences are likely to have on its personality has been a vital factor in drawing attention to the importance of such education.

Although the compensatory and therapeutic role of pre-school education has only been understood for a few decades, many studies have already shown divergences in the development of children living in environments that differ economically and culturally.

At the pre-school stage particularly, the well-trained teacher is able to play a major part in detecting backwardness in young children.

These general factors, which were discussed in detail by the working groups, formed the basis for a number of recommendations, the most important of which are set out below:

— Governments should recognise the importance of pre-school education both for the individual development of each child and for the general good of the community. All children, irrespective of social class, should be given the opportunity of attending pre-school establishments, by the age of three at the latest; consequently it will be necessary to set up and expand such establishments.

— Whenever local conditions make it possible, pre-school education should be brought under the authority of a single ministry grouping all educational, administrative and social services.

— Pre-school education should be accepted as an independent branch, but without becoming isolated from all other forms of education; its autonomy should be acknowledged by setting up a team of specifically qualified inspectors.

— Pre-school establishments should make nursery facilities available for adequate periods outside school hours so that parents may rest assured that their children are safe when they are unable, for valid reasons, to look after them themselves.

— Pre-school teachers should have reached the same educational standard as that required of teachers at the elementary level and they should enjoy the same professional status and salary conditions. Student teachers should be capable of helping to educate parents and be introduced to group discussion and behaviour techniques and to the problems of group dynamics so as to improve their relations with parents.

— Member States should ensure that children are prepared for the transition from a pre-school establishment to the primary school during the last year of pre-school education (visits, meetings etc.).

— Research of a multidisciplinary character should be carried out into specific aspects, e.g. vocabulary development.

— A special meeting should be arranged to discuss the possibilities, advisability and ways of preparing children to learn reading, writing and arithmetic at pre-school level, in the light of modern scientific findings.

A group of experts was set up by the Committee for General and Technical Education to assess the results of this symposium in 1972 and to propose a concrete follow-up.

See also " two educational research symposia " in Chapter F, below.

3. Position of junior and intermediary staff at the university

A colloquy[1] was held at Strasbourg in November, for the purpose of enabling representatives of junior and intermediary university staff to meet at European level to express their views, so that account could be taken of these by the Committee for Higher Education and Research, in its efforts to work for the improvement of staff structures and career prospects in tertiary education.

The meeting was attended by 24 members of the staff categories in question from 13 countries, as well as a university rector, two officials from Ministries of Education, and observers from UNESCO and two NGOs active in the university field.

Among the main conclusions to emerge from the colloquy were the following:

— junior staff must be trained both for teaching and for research;

— more flexible methods must be developed to assess capacity to become a full professor (over-long theses should not be required, and the probationary period should not exceed six years);

— conditions of employment, including salaries and social security benefits, should be comparable to those enjoyed by civil servants;

— members of this category of staff should be attached to a unit, rather than to a person, and security of tenure should be guaranteed after the probationary period;

— European harmonisation of staff categories and career patterns seems desirable;

— all members of the teaching body should be represented and have a say in the decision-making bodies, and acceptance of the principle of collective responsibility of all university staff members would be welcomed.

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1. The term " colloquy " is used in the CCC programme to denote a Round Table conference at which governments are not necessarily represented. They may be held at Strasbourg or in a member country.

4. European centres

The Committee for General and Technical Education set up an ad hoc group of three of its own members to examine the feasibility of certain national centres assuming European tasks, in co-operation with the committee.

In the course of the year, the group visited centres at:

— Brunswick (International Textbook Institute);

— Frascati (European Centre for Education);

— London (Centre for Information on Language Teaching), and

— Munich (Central International Institute for Youth and Educational Television),

and came to the conclusion that all four centres (or institutes) could, without excessive difficulty, assume a European role provided the following conditions were fulfilled:

— the activities of the institute must be based on the programme of the Committee for General and Technical Education and the Council for Cultural Co-operation;

— the institute must have a sufficient number of qualified staff prepared for international work;

— the institute must possess the material and financial basis as well as the necessary administrative machinery;

— the institute must be capable of adapting its equipment and its staff to the requirements of new tasks.

The group considered that it was possible to allocate European tasks to the centres visited on an experimental and pragmatic basis. Those centres should, nevertheless, have counterparts in the other member States in the form of a *network* of centres, if they were to function satisfactorily.

As future stages on the road to the creation of European centres, the working group suggested:

(i) that the Secretariat should remain in contact with the centres visited with the aim of concluding concrete agreements in respect of specific contributions to work of European significance, either on an experimental or a definitive basis;

(ii) that all the member States of the CCC should be informed as rapidly as possible of such agreements, so that activities at European level could start without delay;

(iii) that at the same time the member States of the CCC be invited to appoint a national institution considered by them capable of acting as a counterpart at national level.

The committee, at its 10th Session, held in Strasbourg from 25-29 October, requested the Secretariat to take the measures recommended.

B. CURRICULA, CONTENT, SUBJECTS

1. Road safety education in schools

The second Conference[1] of Governmental Experts on Road Safety Education in Schools, organised jointly by the Council of Europe and the European Conference of Ministers of Transport (ECMT) in co-operation with the Austrian Federal Ministry for Foreign Affairs, was held in Vienna from 21-25 June at the invitation of the Austrian Government. Delegates from 20 CCC member States and 27 member States of the European Conference of Ministers of Transport took part in the Conference, which was also attended by observers from Austria and representatives from OECD, the European Communities, the United Nations, the IFSPO (International Federation of Senior Police Officers), the OTA (World Touring and Automobile Organisation), the PRI (International Prevention of Road Accidents), and the IFP (International Federation of Pedestrians).

The Conference stressed the importance of road safety education for children from the age of two. It pointed out that the present situation was highly disturbing: statistics on the number of children killed or injured in road accidents showed that the casualty rate had risen faster amongst young people than in the population as a whole. There was therefore an urgent need for action by governments and local education authorities as well as by parents and teachers.

The Conference requested the member States of the Council of Europe and the European Conference of Ministers of Transport to increase their expenditure on road safety arrangements and asked the two organisations to urge that the necessary political decisions be taken to this end.

The two main themes of the Conference were " The education of children in road safety " and " The training of teachers for road safety education ". Reports were submitted on each theme.

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1. The term " conference " in the context of the CCC's work is limited to (*a*) ministerial conferences, and (*b*) conferences of experts organised through the diplomatic channel.

Road safety education for children

Research into road safety education has shown that children behave very differently from adults; hence the need to adapt children's environment according to the various psychological and physical factors which condition their road behaviour.

Alongside the various measures which need to be taken by national authorities to deal with the problems raised by children (town planning, layout of roads, revision of highway codes, attention to the design of vehicles and school buildings etc.), parents and teachers must make every effort to provide children with road safety education that is more effective and better suited to the different stages of their development.

The objectives of road safety education and its place in the curriculum were defined by the Conference. It was agreed that road safety education should become a compulsory subject, taught systematically and continuously in kindergartens and in primary and secondary schools. To obtain its full educational value, it should not be treated as an isolated element, but should be fully integrated into the curriculum, being linked up in particular with technical subjects, natural science, ethics, social sciences, physical education and hygiene.

The aim of road safety education should be to make children behave responsibly as both pedestrians and vehicle-users. At least 20 hours should be set aside for road safety teaching every school year, the length of a lesson depending on the class.

School crossing patrols are an excellent device for substantially improving the safety of children on their way to and from school. In view of the very good results achieved in countries which have already instituted them, the Conference adopted a considerable number of basic principles on the subject and recommended that they be applied in all countries.

Training of teachers for road safety education

The Conference unanimously agreed that parents were primarily responsible for the safety of their children on roads but that teachers should be required to co-operate with parents, the police and others in a safety campaign.

Teachers should, it was felt, be given thorough training in road safety education, including the relevant aspects of child psychology. Teachers already in service should be provided with introductory courses in the subject and kept in touch with the improvements that are constantly being made to road safety promotion methods.

International seminars for teachers would also be highly desirable.

Teachers should co-operate closely with the various authorities and groups concerned with road safety, such as the police, motoring organisations and pedestrians' associations, both national and international.

Moreover, the results of research into road safety education should be made available to teachers. At international level this research should be carried out in co-operation with OECD; at the same level national efforts should be co-ordinated, information pooled and priority subjects selected.

In conclusion, the Conference stressed the importance of international action to ensure the continuation of work on road safety education in schools. For this purpose, it invited the Council of Europe and the European Conference of Ministers of Transport to set up an ad hoc committee of educational and road safety experts, in order to follow up and co-ordinate the application of the Conference's proposals and recommendations and serve as a forum for the exchange of experience on all sectors of road safety education, including research.

2. Part-time technical and vocational education

A symposium, organised by the Netherlands Government at Noordwijk from 29 March-3 April, and attended by delegates from 19 member States, dealt in particular with the aims, forms and content of part-time technical education provided for skilled workers and technicians, especially at the apprenticeship stage. There was also discussion of current problems and common trends in this field. Most of the discussion centred on one particular form of part-time education: the initial training of manufacturing industry apprentices.

Agreement was reached on the following points:

Pre-vocational training

Compulsory education should include practical aspects of science and technology. In its final phase, every pupil who does not wish to continue in full-time education should be given pre-vocational training enabling him to assess his interests and abilities in terms of various groups of occupations.

Introductory courses

In some countries there is an increasing tendency to begin apprentices' training with a period, varying between several months and a year, of full-time instruction (introductory course). Such courses may include basic vocational training for a group of related occupations. The advantage of this system is that it not only provides apprentices with systematic

training from the outset and so makes them more useful to their employers, but also helps to smooth the transition from school to factory and leaves open the possibility of changing from one course to another.

Training establishments

There are three types of establishments which can provide part-time education: company vocational training centres; vocational training centres run by employees' associations, and public or private training establishments recognised by the State.

Relationship between basic training and specialist training

The co-ordination of part-time formal teaching with on-the-job training in the factory is important. The school instructors tend to differentiate as much as possible between specialisations, whilst the companies need workmen to do particular jobs. The solution to this problem appears to lie either in combining practical and theoretical training in one full-time training centre or in establishing theoretical, practical and on-the-job training schemes approved by committees on which all interested parties are represented.

Alternative channels and problems of transfer

Clearly defined syllabuses and experience requirements for skilled workers' qualifications should be drawn up. Possibilities for transfer at appropriate stages should also be examined and put into effect. There is no real difficulty in transferring a young man to a technician's course because he will have been chosen on grounds of ability and will regard the transfer as promotion. On the other hand, the would-be technician who is transferred to a craftman's course will feel he is a failure. The greatest care must be taken, therefore, not to have a craft class made up mainly of failed technicians. For this reason, it is in everyone's interest to establish a fairly stringent testing procedure fairly early on, so as to ensure that those who start technicians' courses have the necessary ability.

It was also thought that the adoption of a modular system of education would simplify transfers and would reduce loss of students' time to a minimum in cases where, for whatever reason, they moved from one type of vocational education to another.

Problems of organisation

The current trend is to fit part-time education into normal working hours, in preference to evening or week-end classes. The majority view was that, up to the end of basic apprenticeship training, the trainees should not be asked to attend classes outside normal working hours.

The block release system concentrates school attendance into periods of varying length and may sometimes pack too much theory into too short a time. It may also give rise to organisational problems for the employer and may accentuate the division between school and the factory.

Content

As regards the areas which must be given priority in the establishment of curricula, it was agreed:

— to attach greater importance to basic education emphasising the basic " languages " of communication: oral and written expression, mathematics, technology and drawing;

— to introduce young people at the beginning of apprenticeship to the scientific methods on which an understanding of industrial technology depends;

— to encourage the development of physical education as a recreational pursuit rather than as mere bodily exercise;

— to provide opportunities for practice in foreign languages learned at school, with emphasis on technical vocabulary.

Methods

The teacher must act as a guide rather than as a dispenser of book knowledge; his aim must be to help and stimulate the students to learn for themselves. He must present the material in such a way as to arouse or heighten their interest. The best way to do this is to abandon the conventional rigid compartmentalisation of subjects in favour of an overall approach. This would mean that teachers would either have to be less specialised, or would have to work in teams.

3. Curriculum study for the teaching of Spanish and Italian as foreign languages

In the context of the " intensified programme " in the field of modern languages, 21 experts representing Ministries of Education, universities, scientific associations and organisations directly concerned with the promotion and development of Spanish and Italian teaching in Europe took part in parallel working parties devoted to each of these two languages.

The purpose of the meetings, held at Strasbourg in June, was:

— to examine the general situation of the teaching of Spanish and Italian as foreign languages at secondary school level;

— to compare aims, contents, methods and evaluation techniques;

— to suggest ways of promoting such teaching in the schools of Europe.

The conclusions common to both languages were:

— Spanish and Italian are minority languages in European secondary school curricula. More interest in learning them is shown by adults than by children, since, for professional or cultural reasons, adults seem to have a stronger motivation;

— Spanish and Italian should be admitted as subjects for final examinations in all secondary schools;

— Enquiries should be undertaken concerning the present state of the teaching of these languages, with a view to its improvement, especially in the light of the recent advances in such fields as applied linguistics, psycho-linguistics, corrective phonetics etc.;

— The production of multi-media programmes for Spanish and Italian could promote the teaching of the two languages and the civilisations with which they are associated;

— Teachers of Spanish and Italian should be given the opportunity of perfecting their knowledge in the country of the language taught.

Finally, it was decided to set up an international association of teachers of Italian (AIPI), to correspond to that already existing for Spanish teachers (AEPE). The members of the Italian working party agreed to constitute the provisional committee of this association.

C. TEACHER TRAINING

1. The training of teachers of practical subjects in technical and vocational schools

A symposium was organised by the Norwegian Government in Oslo from 1-8 June in order to assess the present situation in this field, make recommendations on the further training and refresher training of such teachers, and discuss relations with industry and the relationship between theoretical and practical training. At its conclusion, the 34 participants from the 21 member States of the CCC adopted the following recommendations:

— Teachers of practical vocational subjects should be trained in such a way that they can fully integrate theory and practice in their own subsequent teaching. This need increases as scientific and technical evolution progresses.

— Teachers should also receive theoretical training, supplementary technological training and comprehensive teacher training at an appropriate establishment.

— Since their concern must be to prepare their pupils for industrial life, teachers should have a thorough knowledge of industry and be fully aware of social changes arising out of technological developments. It is thus desirable that they should have direct experience in industry, and have achieved a recognised qualification, before being admitted to the training establishment, which should itself have organic links with industry.

— Refresher training should be organised in which courses in industry play a major part. A continuous flow of information on the findings and methods of pedagogical and technological research is necessary in order to maintain the teacher's capacity for innovation and stimulate his desire for further training.

— The pedagogical and social status of teachers of practical subjects should, where appropriate, be reviewed. Salaries should be based on those obtaining in industry for comparable responsibilities

and competence. Within the training establishment, school or college, the status of these teachers should be the same as that of other teachers at a similar level.

Finally, with regard to international co-operation, the participants expressed the wish that:

— international training courses be organised in the member States and that foreign nationals be allowed to participate in national courses;

— agreements on the exchange of teachers should be encouraged;

— the Council of Europe should continue to organise symposia whenever technological changes raise new and important problems.

2. The further training of teachers

Twenty-one experts from nineteen member States and an observer from OECD attended a meeting[1] held at Frascati in April and discussed the following principal topics:

— new trends in the further and continued training of teachers in Europe;

— the development of continued training at both national and European level;

— the use of educational technology in the continued training of teachers and the possibilities of " open universities " in this context;

— the function of national, regional and European centres;

— European co-operation on continued training centres or institutes, mutual aid schemes; exchanges of teachers and experts; and co-operation with non-governmental organisations.

The main conclusions and recommendations were as follows:

Continued training of teachers

The participants stressed that the continued training of teachers should be recognised as a priority theme in the programme of the CCC. Important recommendations had been made at preceding meetings, in particular at Strängnäs (1966), at Glasgow (1969) and at Frascati (1969). The main points were:

— continued training constitutes an essential part of teacher training as a whole;

1. The term " meeting of experts " is used in the CCC programme to denote a meeting of a technical nature at which experts speak in an independent capacity.

29

— the greatest possible number of teachers should be able to benefit from such continued training; the necessary measures should be taken to stimulate and ensure a lasting interest in continued training on the part of teachers;

— teachers of all levels should be equally involved in such training;

— continued training should be directed not only towards the acquisition of knowledge but should also enable teachers to take part in the formulation and the execution of new educational developments.

The follow-up of these aims implies a continuous and rapid exchange of information between interested institutions and persons, as well as the pooling of resources and experiences of Council of Europe member States.

National centres for the continued training of teachers

— Existing national centres for the continued training of teachers should be developed and new ones set up where needed. Member States and national authorities should be urged to set up such centres, as well as regional and European centres.

— Though the activities of national centres are largely dependent on the decisions taken by the authorities, which define educational policy and structures, these centres should nevertheless have a considerable degree of autonomy.

— National centres should be consulted by the responsible authorities before decisions are taken on the objectives and the implementation of basic and continued training of teachers.

— The teachers themselves should be consulted when national or regional centres are being established; they should also participate actively in the planning of work programmes and future activities.

— National centres, once well established and their tasks and programmes defined, should develop a direct exchange of current information and programmes with other national centres and interested bodies.

— The *tasks* of national centres should be, among others, to:

(i) compile and publish a list of already completed programmes for the basic and continued training of teachers and of those in progress;

(ii) co-ordinate ongoing activities and, where necessary, provide competent assistance to facilitate their execution;

(iii) stimulate research; organise symposia, courses, visits, exchanges of teachers etc.;

(iv) maintain close contact with all bodies concerned with the continued training of teachers, i.e. ministries, universities, professional associations, industries, the mass media (radio and television), publishing houses etc.;

(v) establish and/or maintain close contact with the Council of Europe to ensure a regular exchange of information; take advantage of achievements in other countries, and promote common aims and programmes, thus avoiding a dispersal of efforts.

The following recommendations were particularly directed to the CCC:

— An inventory of the centres and institutions actively concerned with the continued training of teachers in Europe should be drawn up and kept up to date by the Council of Europe.

— Each member State should be invited to nominate a correspondent who could be a representative of either the relevant national authorities or a specific educational institution such as a centre for the continued training of teachers. These correspondents would supply the Council of Europe, as well as other bodies requesting it, with all the necessary information about continued training of teachers in their own countries. They would also disseminate in their own countries all information gathered on this subject by the Council of Europe. A yearly meeting of these correspondents should be convened by the Council of Europe.

— Regular information should be gathered by the Council of Europe on available training courses and seminars which are open to foreign teachers.

— Taking into consideration current programmes and recognised priority needs, the Council of Europe should promote and co-ordinate experiments and research work in the fields most suitable for the development of innovatory attitudes in teachers.

In this connection, an ad hoc working group of three members of the Committee for General and Technical Education, charged with investigating the feasibility of certain national centres assuming a European co-ordinating role, recommended the Frascati Centre for Education as one which might assume such a function in the field of the further training of teachers (see " European centres ", in Chapter A, above).

3. Crash courses for modern language teachers

A symposium, attended by 29 delegates from 16 member States, was organised by the British Council at York from 13-19 December. The Centre for Information and Language Training and the Central Bureau for Educational Visits and Exchanges (United Kingdom), the *Institut Français*, the *Goethe-Institut* and *Bundessprachenamt* (Federal Republic of Germany) were represented by observers.

Besides discussions in plenary session and in three working parties (English-speaking, French-speaking and mixed) visits to centres were organised, among them a centre for crash courses in French and in

German. Films demonstrating such courses in progress were also shown. The proceedings were directed by Mr. Peter Hoy, a member of the United Kingdom delegation to the Committee for General and Technical Education.

Having had the opportunity to observe and discuss various types of crash course, participants unanimously recognised the great usefulness of such courses, whether their purpose was to provide further training to teachers, by adding a foreign language to their existing professional qualifications, or to bring the knowledge of practising language-teachers up to date, or to provide a rapid initiation to new methods.

Recommendations likely to have a bearing on future work of the CCC were that:

— All member States should periodically conduct enquiries in order to ascertain needs and motivations in the field of modern languages;

— It is becoming increasingly urgent that every member State should create a national information centre for the teaching of modern languages. Such centres could, among other things, act as clearing houses for information concerning crash courses in the various countries, thereby avoiding duplication of effort.

In this connection see also " European centres " in Chapter A above.

4. The training of adult educators

A group of five experts met at Strasbourg in December under the chairmanship of Mr. J.A. Simpson (United Kingdom) to make suggestions as to the directions of future work in this field. It included Mr. J.J. Scheffknecht (France) from whom a study on this subject (entitled " The tutor ") had been commissioned, as a basis for the discussions.

The necessity for rapid and large-scale expansion in the supply of adult educators was in the forefront of these discussions. Implementation of the recently concluded vocational training agreements in France, for example, would necessitate an estimated recruitment and training of some 4,000 full-time and 40,000 part-time tutors over the next three years. And if the permanent education concept, which is at the very basis of the CCC's programme, is to become a reality throughout Europe, correspondingly greater efforts will be called for.

The Scheffknecht study was welcomed by the experts as an essential reference document for future work in the field. Parts of the study would need to be periodically reviewed but there was no doubt that the five principles it set forth could be accepted as axiomatic:

— training must be an ongoing and recurrent process throughout the whole period of professional life;

— training cannot be divorced from actual experience in the teaching of adults;

— training must enable the trainee to analyse the global environment of his students, as workers, citizens, parents, consumers etc., who must also be made critically aware of their environment;

— active participation of the trainees in the organisation and choice of content and method of training is essential;

— the education of adults is linked to social change, therefore its nature, methods and content can never be fixed for a long period.

Participants recommended that the Committee for Out-of-School Education and Cultural Development should charge a standing group with the problem of the training of trainers including the co-ordination of relevant research for which the need is also urgent. A short-term task of this group would be to establish a typology for the profession of adult educator, while in the longer term such a group should make recommendations on a European concept of content, duration and methods of training.

D. EXAMINATIONS AND ASSESSMENT

1. Objectives and methods of educational assessment

A symposium was held in Berlin from 12-19 November, at the invitation of the Federal German authorities, to study assessment techniques and the role of assessment as a teaching aid and a means of guidance, the extent to which it is possible to assess non-cognitive factors (e.g. maturity, attitude to work, character etc.), and methods of practical co-operation between CCC member States in this field.

The conclusion reached by the symposium, which was attended by 38 delegates from 20 countries and chaired by Dr. P. Hübner, Director of the *Pädagogisches Zentrum*, Berlin, was that educational assessment was in a primitive state, both as regards the accuracy of the methods generally used and the objectives they are used for. It was recommended in particular that:

— A clear distinction should be made between the functions of measurement of attainments, guidance for the pupil and evaluation of abilities.

— Examinations as they are traditionally understood should be abolished in favour of continuous assessment aiming to guide pupils and diagnose difficulties rather than to predict possible sucess in a future course of study or career.

— The techniques of evaluation, whose development should be closely associated with that of curricula, should involve the users (pupils and parents) and become a basic subject in teacher training.

— Team teaching should be developed, and research into the recognition, assessment and treatment of non-cognitive variables be made a priority.

At the level of European co-operation it was recommended that, since comparative achievement measurement has become a necessity with increased demographic mobility, an attempt should be made to define a common European core of aims and objectives by subject area. To this end special testing institutes, like that already existing in the Netherlands (CITO) should be set up and an overall survey of research in this field be put in hand.

2. New teaching and examination methods in higher education

A meeting attended by delegates from 12 member States together with observers from UNESCO, OECD, UNESCO's Institute for Education (Hamburg) and the International Institute for Educational Planning, was held in Strasbourg on 22-23 April, in order to discuss current experiments in Europe in this field. Different aspects of the question were also examined in three working groups on: resistance to change; training of teachers in new methods; connections between new teaching and assessment methods on the one hand and the organisation of higher education on the other.

Two examples of experiments in new teaching and examination methods were analysed:

— construction and evaluation of a multi-media course in technical mechanics at the Technological University of Eindhoven (Netherlands), reported by Dr. W. Meuwese;

— a similar computer-assisted experiment with a multi-media course in physics at the University of Louvain (Belgium), reported by Mr. J.P. Denis.

In both cases the experiments were based on the realisation that the same subject can be taught in various ways and that, while some teachers are inclined to centre a course on concrete problems, others prefer theoretical teaching, still others adopting a more or less intuitive approach. With this in mind, the courses were arranged on various " tracks ", enabling the student to choose the one best suited to his way of thinking. In each of these " tracks ", the teaching takes a variety of forms: traditional or programmed textbooks, tape-recordings, closed-circuit television, group work and practical laboratory work. The student himself decides the pace of his learning and is kept informed of his progress by means of a control system (computer-assisted and conducted written tests). The teacher is thus relieved of the task of transmitting factual knowledge and can devote his time entirely to answering students' questions and giving individual tuition.

The meeting stressed that such experiments should be encouraged and widely publicised in order to stimulate similar projects. It was felt that these new methods would help to increase efficiency in higher education and to reduce study time. More research into this matter should be carried out.

Resistance to change

Having identified areas where changes in teaching and examination methods might take place, the meeting stressed the need for an institutionalisation of research into higher education and for the promotion of interdisciplinary teaching and research, as effective means of overcoming resistance to change.

The 2nd Conference of Governmental Experts on Road Safety Education in Schools stressed the importance of such education from the earliest age onwards (*Bundesbildstelle, Bonn*).

Training of teachers in new methods

It was felt that new methods could only be generally introduced if there were a thorough reorganisation of the teaching staff, offering all university teachers (junior and senior) the opportunity to take special training courses. Such courses should:

— take place within each institution for higher education;

— focus on learning theories, models and new technologies;

— concentrate on the training of higher education staff, with regard to the construction of teaching/learning systems (e.g. units-credits based on multi-media teaching).

Connections between new teaching and assessment methods and the organisation of higher education

The following points were stressed in the discussion:

— any change in the organisation of higher education should tend towards establishing comprehensive structures;

— a clear cut distinction should be made in the budget between teaching and research;

— changes should be made in the staff structure of higher education and incentives should be worked out to encourage innovation and experimentation;

— any reform of structures and methods should be based on the principle of student participation.

Finally the meeting made recommendations concerning the future programme of the Committee for Higher Education and Research in this field:

— regular meetings of directors of national centres for research into higher education should be organised;

— contacts between research workers in this field should be encouraged.

The Committee for Higher Education and Research supported these recommendations at its 23rd meeting held in Dublin (19-21 May). See also " co-ordination of university research planning " in Chapter G, below.

3. Evaluation of multi-media systems

In view of the growing importance of these systems, especially for permanent education, it is important to be able to use sure methods of assessing the pedagogical efficacity of this type of teaching. A group of experts is engaged in drawing up an inventory of evaluation techniques which could be brought to the attention of the producers of multi-media systems.

E. EDUCATIONAL TECHNOLOGY

1. Creation of a steering group for educational technology

At its 19th Session the CCC decided to set up a steering group with a membership of 16, whose terms of reference and relations with the CCC were defined as follows (see also the introduction to the present report):

Terms of reference

The object of the steering group is to study the most recent developments in educational technology and to put into effect projects aiming at their practical application to the various types of learning situation within the context of permanent education.

In performing its mission, the steering group will not consider educational technology as an end in itself but rather as an instrument for realising the concept of permanent education.

Relations with the CCC

The steering group shall:

(i) fulfil the functions of an adviser to the CCC and its committees in the matter of educational technology and on its implications for education as a whole;

(ii) make proposals on services and facilities in the field of educational technology which may be developed with profit on a European basis.

2. Integration of audio-visual aids into the teaching of modern language in the classroom

A symposium attended by 32 delegates from 17 member States was held in Ankara, at the invitation of the Turkish Government, from 26 November to 2 December for the purpose of:

— defining in detail the audio-visual aids to be used in the classroom during the four stages (introductory, elementary, intermediate and advanced) of a complete modern language study course;

— examining the relationship between the various audio-visual aids, and the teacher's role in their selection and use for the acquisition and testing of knowledge;

— making recommendations concerning the production of audio-visual aids suited to each of the four learning stages, and considering the possibilities of European co-operation in this field;

— discussing the implementation of the development project for the teaching of modern languages in Turkey.

Discussions, under the chairmanship of Mr. Zekai Baloglu (Turkey) were conducted largely on the basis of a report prepared by Mr. J. Jones (United Kingdom) and taking into account the results of previous symposia on related problems held at Ankara (1966) and Pont-à-Mousson (1969).

The Ankara Symposium adopted a series of recommendations, directed to governments, to non-governmental organisations and to the Council of Europe. Those directed to the latter concerned principally:

— encouragement for the co-production of teaching material (especially films and television programmes);

— efforts aimed at abolishing incompatibilities between national copyright legislation;

— study of the possibilities of creating a " European linguistic passport ", based on a system of units-credits.

3. Co-production and circulation of educational media for school education

The Committee for General and Technical Education continued to occupy itself with this activity. By virtue of the co-production arrangements, co-ordinated by a special advisory group, any country contributing to a series on any subject may obtain the whole series. During 1971, projects in the fields of biology, physics and geography teaching were advanced.

Biology

Experts from the seven countries[1] interested in the co-production of the " Living body " series, met in London (April) and Strasbourg (November). Film scenarios contributed by the Federal Republic of Germany and the Netherlands were modified in London and finally approved in Strasbourg, while filming of the United Kingdom contribution (" The skin ") is already under way.

A future series on " The living plant " was discussed.

1. Austria, Belgium, France, Federal Republic of Germany, Netherlands, Sweden, United Kingdom.

Physics

Experts from the same countries (less Sweden) met in London in March to review progress in the three series planned for electrostatics, earth in space and duality wave corpuscles.

Professor Cappel, Director of the *Institut für Film und Bild* (Munich), presented an overall plan for the electrostatics project, based on the replies of governments to a questionnaire, which was generally accepted by the experts, who also drew up a priority list of aspects of the subject to be treated. A preliminary allocation of tasks was made among the participating countries for the production of 8 mm and 16 mm films.

The experts were able to take note of progress made in the other two series.

The following topics were suggested as subjects for future series: relativity, magnetism and the teaching of science to children aged 9-11.

Geography

Experts from Austria, France, the Federal Republic of Germany, the Netherlands, Spain and the United Kingdom met in Vienna in June to review progress in co-production of audio-visual material in this subject.

Out of five films in a first series, four (on Iceland, the north of Scandinavia and two on the Austrian Alps) have already been completed. These films are accompanied by teaching material (slides, documentation etc.).

Two scenarios (" The hinterland of Rotterdam " and " Irrigation in Mediterranean countries ", submitted by the Netherlands and Spain respectively) for a second series of five films were examined by the experts, who suggested some modifications.

The project co-ordinator also made proposals for the choice of theme for a third series, in which connection he would submit a draft overall plan for the theme " European transport " in 1972.

The year also saw the publication of a *Multilingual Vocabulary of Educational Radio and Television Terms* (giving about 800 terms in seven European languages) as the result of earlier work carried out by the advisory group.

4. Multi-media distant study systems in higher education

A meeting was held at Strasbourg in December to enable an exchange of views and information, among experts from those member countries already having experience in this field, to take place, and also to advise the CCC on future lines of European co-operation.

France, the Federal Republic of Germany, the Netherlands, Sweden and the United Kingdom were represented by experts. UNESCO, the European Communities, the International Institute for Educational Planning (Paris), the German Institute for Distant Study Systems (Tübingen) and the German University Association for Distant Study Systems sent observers. Poland was represented by a consultant expert.

Discussion was on the basis of national reports and demonstrations of audio-visual material by France, Germany, Poland and the United Kingdom.

The following conclusions were reached:

— all subjects are in principle suitable for distant study systems, although some face-to-face teaching was considered indispensable;

— the selection of the media to be used and their combination would depend on the subject, as well as on such factors as the educational and psychological situation, financial and technical considerations, the requirements of students and of society etc., which are likely to differ from country to country;

— the objectives of individual distant study units must be carefully defined, particular importance being attached to the fact that students should primarily learn how to solve problems and how to learn without a teacher;

— the methods of instructional design used by the British Open University can serve as a good example;

— several universities should co-operate in setting up distant study systems and should be encouraged to reach agreement on the contents and methods of the distant study units and on the equivalence of the credits and diplomas granted;

— further careful consideration of the many organisational, administrative, legal, financial and educational problems is needed in order to lay the foundations for European co-operation in this field;

— the proposal for a European Inter-University Institute for the promotion of distant-study systems (" European Tele-University "), put forward by the Consultative Assembly (following the recommendations of the meeting of an Assembly sub-committee with members of the CCC's Committee for Higher Education and Research in August) deserved positive consideration. In this connection, a feasibility study should be undertaken and a working party asked to work out the details.

5. The application of a units-credits system to the teaching of modern languages to adults

All member States, except Malta, sent representatives to a symposium held at Rüschlikon (Switzerland) from 3-7 May to discuss the possibility of teaching languages to adults on the basis of a units-credits system, which would take full account of the motivations and skills of the adult learner.

The discussions principally concerned the *linguistic content* of such a system and the methods and objectives of *evaluation* to be applied.

Content

— The organisation of the content of a language learning system for adults according to programme units must be based on an analysis of the acts of linguistic communication. Any description of language content must take linguistic systems, skills and situations into account.

— A study and research programme should be launched, both on a short-term and on a long-term basis, first to enable an adequate specification of linguistic content to be made for each individual language, and secondly to develop linguistic programme units, initially on a limited experimental basis.

— The development of a theoretical framework for a units-credits system calls for the setting up of national pilot projects, which would help establish priority needs.

— The implementation of such a units-credits system would necessarily involve the use of educational technology. Wide diffusion through the mass media would ensure cost-effectiveness.

Evaluation

Evaluation should serve as a means of collecting data, which would in its turn increase understanding of the educational process (feedback), as well as helping the student to choose a suitable course of study.

In this connection stress was laid on the need for initial diagnostic evaluation. Guided self-assessment procedures should be introduced, which, together with external assessment of achievement on the completion of each programme unit, would form a system of continuous evaluation, greatly reducing the psychological stress on the learner.

This symposium was followed up on 30 September-1 October by a meeting of experts from five member countries, and an observer from the BBC, to prepare a phased plan for the implementation of a European units-credits system in the field of adult modern language learning.

The main tasks were defined by the participants as follows:

— to break down the global concept of language into units and sub-units based upon an analysis of particular groups of adult learners, corresponding to their personal and typical communication situation. This analysis should lead to a precise articulation of the notion of a " common core ", with specialist extensions at different proficiency levels;

— to set up on the basis of this analysis an operational specification for learning objectives;

— to formulate, in consultation with the Steering Group on Educational Technology, a metasystem defining the structure of multi-media learning systems which could achieve these objectives in terms of the units-credits concept.

As for the preparation of a plan of work, it was decided that, in the *first phase* of a development and research programme (1971-72), the following preliminary studies should be carried out:

— a methodological analysis of adult learner groups in terms of their communication situations, with a view to establishing a model for the definition of language needs of adults learning a modern language;

— an investigation into the linguistic and situational content of the " common core " in a units-credits system;

— a definition of a level of basic competence (threshold-level) in each of the four skills (listening, speaking, reading and writing).

This work will help to map out, in a *second phase* (1972-73), an integrated units-credits scheme. The results of this research, intended to provide an adequate specification of language content, should then, in a *third phase* (1973-74), be combined with media taxonomy, with a view to producing multi-media materials on the basis of the proposed units-credits system.

The Committee for Out-of-School Education and Cultural Development, meeting from 18-22 October, approved this plan of work and instructed the Secretariat to go ahead with preparing the preliminary studies.

6. Co-ordination of the production of multi-media systems

One of the concerns of the Steering Group for Educational Technology is to promote the exchange not only of existing documentation on multi-media systems, but of certain elements of the systems themselves.

To this end a study of media taxonomy has been undertaken with a view to determining the technical and pedagogical characteristics, the criteria for classification, the possibilities of adaptation and the compatibility of the various media used in member States.

As for the contents of the multi-media systems, the steering group has included in its programme the study of the criteria for the establishment of programme units.

The group will also attempt to show the advantages in economic as well as in pedagogical terms to be gained from the co-production of certain " multi-media packages ". To this end, two modules are at present being worked out on the basis of units-credits systems, for which a general consensus could progressively be sought.

As a pilot project a course in mathematics for adults, dealing with vectors and matrices, is being worked out by a European team for transference to video-cassettes and video-discs. A second pilot project for ecology and environmental studies is planned as a follow-up to the Frascati Symposium (April 1970) and the colloquy on the presentation of science to the public (see Chapter I, section 6, below); the modules would deal with European landscapes and the problems of the urban environment.

F. RESEARCH ACTIVITIES

1. Co-ordination of university research planning

When discussing the implementation of Resolution (70) 18 on this matter at a meeting held at Strasbourg in May, it was felt that — although progress had been made — national attempts to co-ordinate university research were not far enough advanced to make it possible to envisage co-ordination at a European level. The nineteen experts from twelve countries recommended the exchange of information on the results achieved and experience gained from national procedures used to co-ordinate university research. However, the discussion on ways and means of reaching European agreement on research priorities should be postponed for one or two years to allow for the evaluation of national experience.

The meeting also confirmed the view, expressed by the Committee for Higher Education and Research the previous week, that grants intended to enable the participation of young research workers in highly specialised research seminars, selected after consultation with national science and research councils, should be maintained. In the past such grants, even if small, had acted as catalysts, as well as having a symbolic value, and the EUCHEM and EUROMECH Symposia had gained high reputations.

Furthermore, one of the main tasks of the committee should be to promote the institutionalisation of research into higher education, and particularly into:

— the aim and objectives of higher education;

— new methods and media;

— the different forms of higher education management.

In this connection, two one-day meetings were held on 23 April and 5 November to consider the possibility of creating a European Association for Research into Higher Education.

2. Two educational research symposia

A symposium attended by experts from Belgium, Canada, France, Luxembourg, Switzerland and Sweden on *research into the acquisition of reading skills* was organised at Neuchâtel (Switzerland) on 21-24 September under the auspices of the Council of Europe by the *Institut Romand de Recherches et de Documentation pédagogiques* (IRDP).

The discussions were primarily centred on two aspects:

— progress made in psychopedagogic work concerning the acquisition of reading skills, especially in the following five fields: perception, spoken and written language, learning, affectivity, vehicular thinking and vocabulary.

— progress made by educational research workers in the assessment of short, medium and long-term methods of acquiring reading skills.

The symposium heard reports on:

— the state of reading instruction in four wholly or partly French-speaking countries: Belgium, Canada, France, Switzerland;

— the present state of research by psychologists, psycholinguists and psycho-educationalists into the process of learning written-language and reading skills.

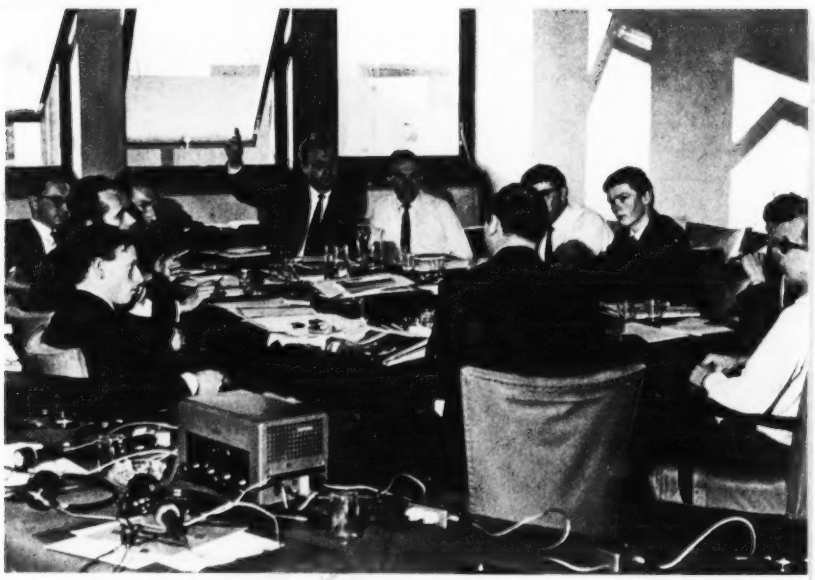
In addition, three working groups considered problems related to the preparation, acquisition and consolidation of reading skills and drew up reports providing the basis for a summary of the discussions.

The purpose of this summary is to encourage the establishment of machinery for mutual exchange of information compiled by psychologists, linguists and psycho-educationalists, on the one hand, and by teachers on the other.

A symposium on *research into pre-school education* organised by the Finnish Government, under the auspices of the Council of Europe, at Jyväskylä from 7-11 December was attended by educational researchers and officials from education ministries from fourteen member States.

It was unanimously agreed that the aims of pre-school education should be to supplement family education in co-operation with parents. Such education was one of the ways of promoting equality of opportunity in later life, but other social policies would also be necessary to reinforce its effect in compensating for early disadvantages.

A review of the situation in the countries represented revealed that the traditional content and methods of pre-school education (where it existed) did not always achieve the aims expected, whereas experiments with new pre-school programmes, especially in the Netherlands and Sweden, demonstrated that co-operativeness, adjustment, concepts and vocabulary can be positively influenced while aggressiveness can be



A meeting (above) organised by the European Youth Centre whose statutes were adopted early in the year, and whose building (below) progressed towards completion.

diminished. Closer co-operation was necessary between the institutions of pre-school and primary education if these early advances were not to be lost at the next stage of education.

If the time seemed ripe for fundamental reform of pre-school education in Europe, this would not be possible without a parallel reform of the initial and further training of teachers, whose basic studies at university level should include the educational, social and behavioural sciences.

Finally, a clear need was revealed for closer co-operation between researchers, administrators and teachers in the promotion of educational development and research-based innovation.

See also " Pre-school education " in Chapter A, above.

3. Colloquium of Directors of Educational Research Institutes

Forty-one directors from eighteen member States met in London from 10-12 November to discuss common problems. Observers from UNESCO, OECD, the European Commission, the European Cultural Foundation, the United Kingdom Social Science Research Council and the Canadian Ontario Institute for Studies in Education attended the meeting, which was organised by the Educational Research Committee in collaboration with the National Foundation for Educational Research in England and Wales. Two themes were treated: policy of educational research organisations and training and career structures of educational researchers. It was the first time that such a European Colloquium had been held, and at the end of the meeting participants unanimously recommended that the undertaking should be repeated at two-year intervals.

The two main recommendations were:

— to examine subjects and methods for co-operative educational research projects on a European scale and, eventually, the creation of a European Foundation for the Promotion of Educational Research and Development to be structured similarly to the European Youth Foundation project at present under discussion in the Council of Europe, and

— to study the possibilities for reforming and harmonising the training and career structures of educational researchers in member States.

G. EQUIVALENCE AND MOBILITY

1. Equivalence of certificates, degrees and diplomas

A meeting of experts from fifteen member States and observers from UNESCO, the European Communities, the International Association of Universities, the Yugoslav Federal Council of Education and Culture and the League of Yugoslav Universities was held in Bonn on 25-26 March, with the object of studying one of the existing national information and documentation centres working in the field of equivalence, and drafting proposals for the improvement of equivalence information and for future Council of Europe action concerning the mutual recognition of certificates, degrees and diplomas.

The meeting made the following recommendations:

Improvement of information

— the Council of Europe should circulate a repertory of national information and documentation centres in matters of mobility and equivalence and a list of national liaison officers for questions of equivalence of diplomas;

— member States should be invited to communicate to the Council of Europe names and addresses of national information and documentation centres in matters of mobility and equivalence. They should also be invited to submit lists of generally recognised upper secondary school leaving certificates, of generally recognised final post-secondary qualifications, of falsified certificates and diplomas (wherever such lists have been established), lists of bilateral or multilateral equivalence arrangements and subjects with *numerus clausus* regulations. Member States, it was agreed, should assemble texts of national equivalence regulations and jurisprudence in this field. Likewise, descriptions of educational reforms leading to the introduction of new types of certificates, degrees and diplomas should be circulated.

Co-ordination of national recognition policies

— the admission of a certain number of foreign students must be an essential criterion for any university in Europe;

— efforts should continue to be made to define minimum requirements for certain certificates, degrees and diplomas. Care should, however, be taken to make sure that such requirements do not become an obstacle to educational reform.

Future programme of the Committee for Higher Education and Research

Future action should concentrate on:

— the standardisation of computerised study records;

— the co-ordination of national equivalence policies;

— the implications of the increasing *numerus clausus* regulations;

— the extension of the European Convention on the Equivalence of Periods of University Study to include subjects in addition to modern languages.

2. Mobility of higher education staff and research workers

At a meeting held in Strasbourg in November, experts from nine member States examined the present situation and tried to distinguish the priority needs in this field.

The most important factors for a concerted policy on mobility were defined by Mr. H. Lesguillons, President of the Association *Europe Université*. Linking closely the theme of mobility with structural reforms and current trends, he stressed both in his report and in his statement the harmonisation not only of initiatives but also of university regulations and career structures, as well as the removal of legal and statutory obstacles. Finally, he pointed out that four types of stimulus should be developed:

— the liberalisation and systematic diffusion of information;

— the extension of the right of teachers and research workers to permanent training;

— the setting up of machinery for equivalences;

— the development of facilities to promote integration into the host country of foreign academic staff.

After discussion, participants agreed that the national policies pursued in recent years have gradually removed some of the main obstacles to mobility. However, it is still too early to talk about their complete removal in the near future.

On the other hand, abolition of the legal requirement whereby teaching or research posts in higher education must be held by nationals of the country concerned could have little practical effect if State regulations continued to require national diplomas for access to the teaching profession.

Mobility within Europe also requires the reduction of differences between the national structures (including staff structures) of higher education, and also the breaking down of compartmentalisation.

After having examined the present situation, the meeting dealt with the future work programme. It was aware of the fact that complete freedom of movement within Europe for university staff and research workers could not be reached merely through changes in the legal requirements but that it presupposed a long, slow evolution. Nevertheless, concrete proposals were put forward for early action in the following priority areas: student mobility, short-term mobility of staff and improvement of the systematic diffusion of information.

As regards a " European status " for staff in higher education and research, as envisaged in Resolution No. 2 adopted by the 7th Conference of European Ministers of Education, the participants recommended the definition of certain basic principles. It was felt that a European partial agreement between member States with comparable higher education systems might contribute to the formulation of such principles.

H. DOCUMENTATION AND PUBLICATIONS

1. EUDISED Project

During the year, there were four further meetings of the EUDISED Steering Group, set up in 1970 to study national and international projects and make technical proposals with a view to ensuring their compatibility within a decentralised European Documentation and Information System for Education.

The first two meetings held in Geneva (February) and Konstanz (April) respectively reviewed the situation at international level and in the Federal Republic of Germany.

The Geneva meeting was devoted to international computer-assisted information projects which include educational matters. The meeting took place in the offices of UNESCO/IBE and was chaired by its director, Mr. L. Fernig. Delegates from six member governments and observers from UNESCO, ILO and OECD attended.

Reports were given on two world-wide information systems in which education accounts for about one third of the content matter: the ISIS (Integrated Set of Information Systems) run by the International Labour Office, and the DES (Development Enquiry Service) launched by the Development Centre of OECD. A demonstration was held at the terminal of the ILO computer. Furthermore, the UNESCO projects in this field were discussed, in particular the Statistics Project which aims at computerisation of comparable educational data, and the Educational Abstracting Service, which is a joint Council of Europe and UNESCO/IBE project.

The Konstanz meeting was held under the chairmanship of Dr. Spangenberg, *Pädagogisches Zentrum*, Berlin. The representative of the Federal Ministry of Education and Science, *Ministerialrat* Dr. Lechmann, reported on its promotion policy for computerised educational documentation and information, and the Director of the Documentation Institute

in the Max Planck Society, Dr. Cremer, gave an account of individual projects assisted by the Institute. The meeting went on to review seven projects concerned with various aspects of educational documentation and information, youth research documentation, information on modern language teaching, documentation of learning programmes in television and broadcasting and information needs of multi-media remote studies.

The next meeting held in Paris in October marked the conclusion of the second stage of the project. A draft report prepared by the group's Rapporteur, Mr. J. Viet, and eight studies commissioned from experts from member States were discussed in great detail. The final versions as they emerged from the meeting are now being published by the Secretariat and will be submitted for further consideration and action to the next plenary meeting of the ad hoc Committee for Educational Documentation and Information meeting in spring 1972.

Whereas the first stage of the project led to the publication of a feasibility study supported by national reports and technical studies (EUDISED report, 3 vols. Strasbourg 1969), the second stage concentrated on examining the technical agreements which have to be reached to implement the project. How can computerised national and international projects dealing with educational documentation and information be co-ordinated? What are the requirements which a network for information retrieval concerning educational research and development, planning and policy, technological media, subject matter instruction — to name only these fields — has to fulfil? How can a multilingual thesaurus which can be used by all centres and projects co-operating within the system, be built up? What agreements on common formats and standards are necessary to enable a direct exchange of tapes or discs? These are some of the questions which the second EUDISED report seeks to answer.

The steering group met for the fourth time in Paris on 30 November-1 December and made the following recommendations to the CCC's ad hoc Committee on Educational Documentation concerning the elaboration of the thesaurus:

— it should be multilingual (based in the first stage on French, German and English lists of descriptors);

— it should be in three parts, consisting of a facet group, an alphabetical list, and a permuted list of descriptors as proposed by the Rapporteur, Mr. Viet;

— the various language groups should submit their preliminary lists by the end of June 1972, to enable Mr. Viet, as co-ordinator, to start on the elaboration of the thesaurus, which should then be ready during the course of 1973.

2. Publications policy

At the end of 1970 the CCC had decided to review its publications policy. It was decided in principle that studies produced by the CCC should be divided into four categories and with methods of production, and particularly distribution, geared to the nature and extent of the public at which they were aimed. Underlying this new approach was the principle that publications designed to secure a wider impact for new ideas which the CCC was seeking to promote should be distributed free of charge.

A number of difficulties remained to be overcome, however, largely due to the shortcomings of existing channels of distribution, whether centralised (the CCC's own mailing lists) or decentralised (official or semi-official agencies in member States).

The CCC thus endorsed a proposal of its Working Party on Publications, set up during its 19th Session (26 February — 4 March), that a consultant should be called in:

(*a*) to seek new ways of making known the activities and findings of the CCC;

(*b*) to undertake a detailed study of the whole problem, including both internal difficulties (time-limits and costs of various printing processes, mailing lists, staff required) and external difficulties (distribution in each country after identification of the target public according to specialisation);

(*c*) to prepare a concise questionnaire for governments.

Following contacts with the authorities of several countries, an expert was found in Mr. Leygonie, Production and Sales Director of the *Institut de la Recherche et de la Documentation Pédagogiques*, who made two visits to Strasbourg during the summer to acquaint himself with the problems and constraints facing the Secretariat. Following these visits he was able to submit an interim report containing *preliminary proposals* together with a draft questionnaire to member States on distribution problems to the 20th Session of the CCC (17-23 September).

After revising this questionnaire, the CCC authorised arrangements to enable the consultant to make a first hand study of the problems of distribution in Belgium, France, the United Kingdom and the Federal Republic of Germany, selected as examples of countries possessing centralised or decentralised systems and/or presenting special linguistic difficulties.

The CCC also recommended that during these visits the possibility should be explored of distributing résumés written in the local language, and of publishing articles on the results of the CCC's work in local and specialised journals.

Above all the CCC noted the consultant's conclusion that at present the Secretariat was not adequately staffed to administer a publications programme of the type it envisaged and requested that the question of strengthening the responsible department be urgently examined during the management survey about to be conducted within the Secretariat General.

Finally, governments were invited to reply to the revised questionnaire in time for the conclusions to be incorporated in the consultant's final report, which the CCC hoped to examine at its 21st Session in March 1972.

I. CULTURAL DEVELOPMENT

1. Cultural accounts

This activity, only recently included in the CCC's cultural development programme, is aimed at devising standards for the formulation and improvement of cultural policy, particularly by assembling the main data on which to base such policy and by studying and systematically comparing the various types of activity, either within the same country, or between one country and another.

A study group was held in Paris on 10-12 May at which experts from nine member States considered the problem on the basis of a French expert's paper on cultural accounting and governments' comments on it. The main purpose of this paper was to assist governments in drawing up a common form of presentation, but the experts agreed that this was not possible at the present stage. However, in order to meet a long-standing need, they made a number of proposals, which may be summarised as follows:

(i) The Council of Europe should urge its member States to allocate the necessary funds to enable an expert or a select group of national experts to conduct an experimental survey for the purpose of establishing:

— the kind of financial data relating to culture which each State has at its disposal (capital and running costs, financing arrangements, source of funds etc.);

— the reasons why these data are assembled;

— the methods used in setting out this information and the reasons for the choice of method;

— the gaps and shortcomings discovered so far;

— their ideas concerning possible improvements to each of these systems.

(ii) A detailed outline or, if possible, a provisional version of this study should be ready by 1 April 1972 so that it could be included in the papers for the European Conference of Ministers of Culture, to be organised by UNESCO at Helsinki in June 1972.

56

(iii) The final version of the survey should be ready for the first quarter of 1973 for joint examination by representatives of the countries concerned at a meeting held to:

— examine similarities and differences in method;
— study convergencies and divergencies in data;
— single out the areas requiring more detailed study.

In this context, it was thought that the survey should be discussed by a symposium at which member States interested in the problem, but who had not taken part in the survey, would be represented.

As a result of these recommendations experimental, co-ordinated studies were put in hand by France, the Netherlands and Sweden. These three studies will be ready for the Helsinki Conference.

2. **Cultural statistics**

A study on cultural statistics was produced in 1971. It consists largely of a number of recommendations on methods aimed at improving the compilation and presentation of such statistics. These methods will be applied on an experimental basis in 1972.

3. **Cultural needs and aspirations** (qualitative studies)

An annotated bibliography on cultural needs and aspirations has been prepared for France and Belgium. This pilot study is likely to encourage other member States to put in hand similar studies and so help towards the rationalisation of cultural policies.

4. **Experimental study of cultural development in European towns**

A meeting held at La Chaux-de-Fonds (Switzerland) from 29 September-1 October worked out how eleven European towns (Apeldoorn in the Netherlands, Bologna in Italy, Turnhout and Namur in Belgium, Annecy in France, Krems in Austria, Exeter in the United Kingdom, La Chaux-de-Fonds in Switzerland, Orebro in Sweden, Stavanger in Norway and Esjberg in Denmark) will make a parallel and systematic study of their cultural policies from 1972-74 under the aegis of the Council of Europe and supported by the European Conference of Local Authorities and the member States in which these towns are situated.

Recent enquiries have shown that local authorities are playing an increasingly important part in cultural activities but usually without drawing up a coherent cultural policy. Certain ways of drawing up and

supervising their cultural strategy have therefore been suggested to the eleven towns. The overall objective of the project is to help the municipalities (elected representatives and administrators) and organisers of cultural associations, to improve the management of cultural affairs by rationalising them, and by making use of certain objective procedures.

Each town will establish its own research programme based on a model drawn up in common. Nevertheless, to ensure coherence and unity a plan of action has been sent to each town. This will enable them to analyse local cultural activities systematically, to monitor them in accordance with agreed methods and to make regular assessments of the results obtained.

For each town it is planned, in principle, to set up an organ for cultural co-ordination which will direct the experiment, and be so composed as to associate the main partners involved in the execution of the project.

At the end of this three-year experiment, chairmen or secretaries general of national associations of mayors or federations of municipalities will be invited to a colloquy to draw the lessons from this activity and to publicise them among local authorities throughout Europe.

By the end of the year some towns had sent in preliminary reports (monographs) commissioned by the Secretariat. The Committee for Out-of-School Education and Cultural Development expressed the hope, at its 2nd Session held from 18-22 October, that a synthesis of these reports could be presented officially as an information document to the European Conference on Cultural Policies to be organised by UNESCO in June 1972 at Helsinki.

5. Television and cultural development

A preliminary study on " Television, New Broadcasting Techniques and Cultural Development " has been undertaken by Mr. Wangermée, *Directeur Général de la Radio Télévision Belge* (French-language programmes). This document makes a first analysis of future technological developments and suggests possibilities for European action in this field; it also gives a general outline of the detailed studies commissioned from other eminent specialists, the majority of which are at present in preparation.

6. Presentation of science to the public

A symposium on this theme was organised at Strasbourg in April, at which sociologists, scientists and journalists from eleven member States together with representatives of UNESCO, the European Communities and the Consultative Assembly of the Council of Europe examined the possibilities of public access to scientific questions in modern society where science penetrates into every type of activity.

The following reports were presented:

— " Popularisation of sciences as a means of transmitting knowledge and the social role of popularisation: educational and sociological points of view " by Mr. R. Dulong, France;

— " The popularisation of science as a field of research ", by Mr. H.G. Frost, United Kingdom;

— " Scientific popularisation and science " by Mr . J. Knoll Federal Republic of Germany;

— " The popularisation of an established science, atomic physics ", by Mrs. J. Juillard, Switzerland;

— " The popularisation of an established science, medicine " by Mr. P. Danblon, Belgium;

— " The popularisation of a budding science, ecology ", by Mr. J. Kuenen, Netherlands.

The experts stressed that the aim of science popularisation by scientists and by the press, radio and television is not to transmit simplified or degraded information, but to provide every citizen with the means of taking a responsible part in scientific and technical development on a more general level. In this sense, it has a social and political role. However, a precise definition of the " profession of populariser " needs to be made, if this function is to be fulfilled more effectively.

The more urgent measures to be taken should include:

— the establishment of *control mechanisms* or *feedback* to assess the quality and results of popularisation;

— promotion of *specialised training*, in particular for the science journalist;

— investigation of new methods of information and science training adapted to adults;

— strengthening of contacts with institutions responsible for education and cultural development.

Sociological and other research should also suggest the different aspects of the impact of popularisation on the public. The results could then be used by " popularisers " in order to establish criteria for their work.

Two very different points of view evolved during the meeting, characterised by the pedagogical approach and the sociological approach.

The second part of the symposium aimed at discovering practical ways of arousing public awareness of present-day environmental problems, particularly through the multidisciplinary science of ecology.

The Open University in the United Kingdom provides a good example of what can be achieved by multi-media distant study systems in higher education (*C.O.I., London*).

Three fields were discussed by working groups which presented reports on:

— aspects of ecology for publicity campaigns;

— the most appropriate techniques for these campaigns;

— definition of the various types of public to be aimed at, according to the selection of subjects, preparation of methods of evaluating experiments.

The discussions on ecology proved the complexity and extent of the work to be done in this field. It was proposed to convene a group of experts in autumn 1972 to prepare campaigns to arouse public interest in ecological problems in member States volunteering to run such campaigns designed to follow up suggestions made at the symposium.

7. Sport for All and the establishment of the Clearing House

Following acceptance of the Belgian Government's generous offer, the Clearing House for the planning and implementation of Sport for All became operational in Brussels on 1 January. A first meeting of its Governing Body, the Sport for All Co-ordinating Group, was held in March.

At this meeting the group defined the Clearing House's functions as follows: " The Clearing House is not a documentation centre but an information centre, and as such it is an instrument in the service of a policy... The information policy of the Clearing House is determined in its broad outlines by the Co-ordinating Group which gives the necessary instructions for this purpose... The Director of the Clearing House is responsible for implementing the information policy. He will have considerable freedom of initiative. He will present the Co-ordinating Group with any proposals which, in his opinion, will help to determine the direction of future policy... Thus, the Clearing House will become a dynamic common instrument in the service of European co-operation for the development of Sport for All. "

The group held a second meeting at Strasbourg in June at which the participants, having examined the different suggestions put forward to set up a rational planning system, agreed on the following guidelines for activities in the field of Sport for All:

— the needs and the proposals as expressed periodically by governments and NGOs should be the starting point of a planning system;

— the selected priorities should be integrated into a flexible overall long-term plan;

— within the framework of the long-term plan, short and medium-term working plans should be developed.

In summarising its discussions of the previous and present meetings, the group outlined five principles for a European co-operation system, aiming to develop Sport for All. These are:

— close co-operation between the public and the private sector is necessary at European, national, regional and local level;

— the initiative of the Consultative Assembly to draft a European Charter on Sport for All is of the greatest importance: any common action requires a consensus on certain common principles;

— a certain amount of common planning at European level is necessary in order to promote the best possible development of Sport for All: the establishment of a long-term plan is therefore a top priority;

— a certain degree of division of labour between member countries is necessary in order to implement a common European policy under a common plan;

— the Clearing House is an important instrument both for the planning and implementation of such a common policy.

The CCC decided at its 20th Session (Strasbourg, 17-23 September) to make an annual grant of 50 000 FF to the Clearing House for the next four years (1972-75); and the Committee of Ministers soon afterwards decided to grant the Council of Europe's official patronage to this institution.

8. **Other cultural activities**

(a) *Council of Europe Film Week*

The 8th Council of Europe Film Week was held in Vienna from 22-27 March 1971. The following five films were selected by the international jury:

— *The Golden Treasure*	Austria
— *Beethoven* 1814	Federal Republic of Germany
— *Romain Rolland*	France
— *Man's Nature*	Denmark
— *Strappo di Affreschi*	Italy

Certificates of merit were awarded to the first two films: *The Golden Treasure* and *Beethoven* 1814.

(b) *European Art Exhibitions*

Preparations continued for the 14th Exhibition in this series (The Age of Neo-Classicism), due to open in London in September 1972.

Discussions on the future of both of these traditional cultural activities continued at the 19th and 20th Sessions of the CCC. A final

decision, taking account of the new priorities of the CCC's cultural development programme, will probably be reached at its 21st Session in March 1972 (cf. Introduction to the present report).

(c) *Standardisation of the initial tuning frequency*

This project, which, with the European Art Exhibitions, was the last of the activities in the CCC's programme to be concerned with the protection of the cultural heritage, was completed at the CCC's 19th Session in March, when a draft resolution and recommendation were adopted.

The draft resolution, which was later adopted by the Committee of Ministers, is a legal instrument, establishing fundamental principles and laying down the ideal conditions in which such standardisation could be achieved, whereas the Recommendation 46 is designed to assist governments in the practical implementation of the provisions of the resolution, according to the possibilities of each country.

As a result of these measures, the performance of instrumental and vocal compositions should no longer be distorted; the difficulties encountered by travelling orchestras in tuning their instruments should be eased; lastly, the adoption of this single initial tuning frequency should make things easier for manufacturers of musical instruments.

J. YOUTH ACTIVITIES

1. European Youth Centre

The Statutes of the Centre were adopted by the Committee of Ministers at their 196th Session (19-20 January). Work on the building that will house it continued throughout the year and is due to be completed in the first half of 1972.

The aims of the Centre are thus defined:

(*a*) to improve international understanding by providing non-governmental youth organisations with their own European forum for discussing and exchanging information and experience in their field and by promoting research;

(*b*) to seek means of ensuring the participation of young people in finding solutions to the major problems of society and, in particular, those of direct concern to youth;

(*c*) to associate these organisations more closely with European unification by organising seminars and detailed studies of current work and its motives;

(*d*) to give supplementary training in European affairs to youth movement leaders.

The members of the Centre's *Board of Governers* are at present nominated by the following countries: Belgium, Cyprus, France, Federal Republic of Germany, Italy, Sweden, Switzerland and Turkey. The Board's first meeting took place on 14-15 December.

It was decided that the following organisations should be represented in 1971 on the *Advisory Committee of International Non-Governmental Youth Organisations*:

Mr. Gianfranco ASTORI	*EUYCD/UEJDC* European Union of Young Christian Democrats *Union européenne des jeunes démocrates chrétiens*
Mr. Roger BOADEN	*COCDYC* Conservative and Christian Democratic Youth Community *Communauté des Jeunes des partis conservateurs et chrétiens populaires*
Mr. R.F. GREGOR	European Committee for Young Farmers' and 4H Clubs *Comité européen des jeunes agriculteurs et des 4H Clubs*
Mr. Herman ICKLING	*IYCS/JECI* International Young Catholic Students *Jeunesse Etudiante Catholique Internationale*
M. Miguel A. MARTINEZ	*IFM-SEI* International Falcon Movement-SEI *Mouvement international des Faucons-SEI*
Mr. Alfred MISSLIN	*ECFTU/CESL* European Confederation of Free Trade Unions *Confédération européenne des syndicats libres*
M. Richard O'TOOLE	*CENYC* Council of European National Youth Committees *Conseil des Comités Nationaux Européens de Jeunesse*
Mr. Gerhard RAICHLE	*EFLRY* European Federation of Liberal and Radical Youth *Fédération européenne des Jeunesses libérales et radicales*
Mr. Sergio REGAZZONI	*YCW/JOC* Young Christian Workers *Jeunesse Ouvrière Chrétienne*

Mr. Jeny SVENSSON	*IUSY* International Union of Socialist Youth *Union internationale de la jeunesse socialiste*
Mr. Henk VAN EEKERT	*EO/WFL/OE/CMT* European Organisation of the World Federation of Labour *Organisation européenne de la Confédération Mondial du Travail*
Mr. Eduard WOLF	*MIJARC* International Movement of Catholic Agricultural and Rural Youth *Mouvement International de la Jeunesse Agricole et Rurale Catholique*
Mr. Jack ZAPASNIK	*YMCA* World Alliance of Young Men's Christian Associations *Alliance Mondiale des Unions Chrétiens de Jeunes Gens*

The first meeting of this committee took place on 30 September-1 October.

2. European Youth Foundation

The following passage is an extract from the press communiqué issued at the conclusion of the 49th Session of the Committee of Ministers, which met in Paris on 16 December:

"The Committee of Ministers unanimously took a decision of principle to create a European Youth Foundation based upon the ideals of the Council of Europe, placed under its auspices and, in principle, open to the participation of European non-member States. The aim of the Foundation should be to promote European youth co-operation by means of its financial support.

The Committee took note of the Ministers' Deputies' interim report and has instructed them to continue work on the preparation of a draft Statute for the European Youth Foundation. It has the firm intention of taking a final decision at its 50th Session in May 1972."

APPENDIX A

Opinion No. 8 on Recommendation 567
(Twenty years of European cultural co-operation)
of the Consultative Assembly

The CCC has the honour to present to the Committee of Ministers the following observations designed to assist the Committee in giving a further reply, in continuation of the interim reply already given, to Assembly Recommendation 567 on Twenty years of European cultural co-operation. These observations concern only the educational functions of the CCC and make no mention of its work on cultural development, to which the Committee drew attention in paragraph 6 of the previous reply, in the following terms: " The Committee wishes to inform the Assembly that the Council for Cultural Co-operation has already given priority to cultural development as one of the twin themes on which its work will be based in the future and that a long-term programme on the lines indicated by the Assembly is under way ". The CCC for its part attaches great importance to the maintenance of the close relationship between its educational and cultural activities.

In the reply referred to above, the Committee of Ministers pointed out that, at its next meeting in Brussels in the spring of 1971, the Conference of European Ministers of Education would be considering its own function, working methods and procedures. The resolutions passed by the Ministers of Education at Brussels have been forwarded to the Committee of Ministers and the Consultative Assembly. Resolution No. 3 and the passages in Resolution No. 4 relating to priority areas are particularly relevant in the present context and the CCC considers that these resolutions are of fundamental importance in any further consideration of the development of European educational co-operation.

Invited by the Committee of Ministers to " study the long-term aspects of the Assembly's proposal for the creation of a European Office of Education and to report to it in due course thereon ", the CCC has noted that the Conference of European Ministers of Education, in deciding to give itself a permanent character while maintaining its independent status, has placed great stress on the development of collaboration between the international organisations already active in the field of education in Europe, and has envisaged for the CCC important tasks involving the promotion of new and intensified forms of co-operation between the countries of Europe. Following the thought underlying Resolution No. 3 of the Brussels Conference, the CCC shares the opinion already expressed by the Committee of Ministers that it would be premature at this stage to establish a European Office of Education as a separate institution. The CCC moreover believes that, if it is provided in the years to come with the necessary resources of finance and personnel, it will itself be in a position, thanks to the flexibility provided by the Cultural Convention and the Cultural Fund, to carry out progressively the tasks envisaged by the Assembly for such an Office, within the overall framework of educational co-operation in existing international organisations.

The CCC's ten years of existence have enabled it to build up the infrastructure of co-operation which is necessary for this purpose. Moreover, even before Recommendation 567 was adopted, the CCC had embarked upon the rationalisation of its work and had instructed the Secretariat to submit proposals for a programme which would aim at the development of an increased number of " horizontal " projects directed towards joint action by member governments. Thus the CCC has already attempted to prepare the way for an intensification of cultural and educational co-operation in Europe.

It has now decided to set up a working party which will examine further, between now and its 21st Session (March 1972), the practical means whereby the functions which had been envisaged for a European Office of Education can be progressively carried out within the CCC itself.

One of the first tasks for the working party will be to consider the possibility of setting on foot, in selected cases, projects which might be supported and financed by those member governments most directly interested. This is a method which has already been adopted by other international organisations and which has its parallels elsewhere in the work of the Council of Europe, but which needs to be further studied in relation to the particular circumstances of the CCC's existing programme and the Cultural Fund.

It is not intended that the working party should consider afresh the general operations or programmes of the CCC in the education field, since these are already the subject of continuous study by the CCC itself. It is envisaged, however, that the working party, subject to the results of its consideration of the principle of priority projects as defined above, should provisionally select one or two such projects with a view to examining their implications and potentialities in greater depth. Projects which would offer possibilities of economies to individual member governments through increased European co-operation would merit particular attention in this context.

The working party will also consider, having regard to the decisions of the Brussels Conference, means of strengthening relations between the CCC and the Committee of Senior Officials responsible for the preparation and follow-up of the Conferences of European Ministers of Education.

There are also the following related matters upon which the working party will be asked to give a first opinion for further consideration by the CCC at its 21st Session:

(*a*) the need to ensure adequate representation of the educational side, in national delegations to the CCC;

(*b*) the desirability of providing for sufficient educational expertise among the permanent staff of the DECS;

(*c*) the possibility of enlarging the title of the CCC so as to reflect more directly its educational function.

APPENDIX B

List of Symposia organised in 1971 *by the Directorate of Education and of Cultural and Scientific Affairs*

Part-time technical and vocational education (General and technical education)
(Noordwijk, Netherlands, 29 March-3 April).

Linguistic content, means of evaluation and their interaction in the teaching of modern languages in adult education (Out-of-school education and cultural development)
(Rüschlikon, Switzerland, 3-7 May).

The training of teachers of practical vocational subjects (General and technical education)
(Oslo, 1-8 June).

The contribution of audio-visual media to the training and further training of teachers (General and technical education)
(Palma de Mallorca, 21-26 June).

Creativity and artistic activities in school (General and technical education)
(Brussels, 4-8 October).

Pre-school education: aims, methods and problems (General and technical education)
(Venice, 11-16 October).

Objectives and methods of educational assessment (General and technical education)
(Berlin, 12-19 November).

The integration of audio-visual aids into the teaching of modern languages in the classroom (General and technical education)
(Ankara, 26 November-2 December).

Intensive courses for modern language teachers (General and technical education)
(York, United Kingdom, 13-19 December).

69

APPENDIX C

Reports, publications and material for display

I. Basic Texts

European Cultural Convention (1954).

European Convention on the Equivalence of Diplomas leading to Admission to Universities (1953).

European Convention on the Equivalence of Periods of University Study (1956).

European Convention on the Academic Recognition of University Qualifications (1959).

European Convention on the Protection of the Archaeological Heritage and explanatory report (1969).

CCC and Cultural Fund — Basic Texts.

II. Documentation and periodicals published in 1971

General

Annual report of the CCC — 1970.

Education and Culture, review of the CCC and of the European Cultural Foundation, Nos. 15, 16 and 17 (published three times a year in separate English and French editions).[1]

Information Bulletin of the Documentation Centre for Education in Europe, Nos. 1-3/1971 (published three times a year in separate English and French editions).

News-Letter/Faits Nouveaux, information on educational developments in member countries, Nos. 1-6/1971.

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1. A German edition of the review is published by Europa Union Verlag, Bonn. It is obtainable directly from the publisher.

Educational documentation and research

Second Eudised Report (European Documentation and Information System for Education)

Volume I, Report of the Steering Group 1971

Volume II, Technical Studies 1971

E. Lövgren and S. Marklund:

Documentation and Information Diffusion on Educational Research, Development and Innovation;

G.K. Thompson:

Abstracting Services in Education and the Social Sciences;

J. Viet:

Problems in Compiling the Multilingual EUDISED Thesaurus;

R.E. Coward:

Preparation of a Range of Standards for Educational Documentation;

J.E. Linford:

Problems of Standardisation in the Recording of Non-Book Material;

K. Spangenberg:

The Organisation of a Decentralised Network for the Exchange of Educational Information at the European Level.

Educational Research: European Survey 1970, three volumes in English, one in French, Index Volume (Volume I, United Kingdom, Sweden; Volume II, Denmark, Finland, Ireland, Norway; Volume III, Belgium, France, Italy, Switzerland; Volume IV, Austria, Federal Republic of Germany, Netherlands, Turkey).

Colloquy of Directors of Educational Research Organisations:

Simulation Papers (in English and French).

Higher education and research

Reform of the system of student selection for admission to Finnish universities (CCC/ESR (71) 3).

Problems of access to higher education in the Federal Republic of Germany (CCC/ESR (71) 6).

Student participation (CCC/ESR (71) 8 Revised).

Reform and planning of higher education and research in the Federal Republic of Germany — Report on Symposium, Bonn-Bad-Godesberg, 14-19 September 1970 (CCC/ESR (71) 9).

Equivalences in post-secondary education (CCC/ESR (71) 10).

The obstacles to inter-university co-operation in Europe and the free movement of staff and research workers from universities, other institutions of higher education and research centres (CCC/ESR (71) 11).

Construction and evaluation of a course in technical mechanics (CCC/ESR (71) 14).

The mutual relationship between the aims of higher education, the teaching methods and the examinations (CCC/ESR (71) 16).

Computer-assisted and computer-guided multi-media in higher education (CCC/ESR (71) 20).

Resistance to changes, training of teachers in new methods and the connection between new methods and the organisation of higher education, a catalogue of problems (CCC/ESR (71) 21).

Governmental course on the "audio-visual centre in the modern university" — Report on Symposium, Utrecht, Netherlands, 4-9 October 1970 (CCC/ESR (71) 22).

Research priorities programme of the Austrian universities (CCC/ESR (71) 23).

Equivalence and reform (CCC/ESR (71) 26).

Access to higher education — Bibliography (CCC/ESR (71) 28).

Equivalence — Background documentation (CCC/ESR (71) 34).

Report on a meeting of national equivalence experts, Bonn, 25-26 March 1971 (CCC/ESR (71) 35).

The role and status of assistants (assistant lecturers) and intermediary staff within the university — Report on a meeting of experts, Strasbourg, 29-30 November 1971 (CCC/ESR (71) 38).

New teaching and examination methods in higher education — Report on a meeting of experts, Strasbourg, 22-23 April 1971 (CCC/ESR (71) 39).

The future co-operation of teachers in higher education engaged in research into higher education — Report on a meeting of experts, Strasbourg, 23 April 1971 (CCC/ESR (71) 40).

The qualitative aspects of the co-ordination of technological universities and technical colleges (CCC/ESR (71) 44).

The co-ordination of research planning at European level — Report on a meeting of experts, Strasbourg, 27-28 May 1971 (CCC/ESR (71) 46).

The Committee's programme for the years 1970-1973 (CCC/ESR (71) 47 Revised).

Qualities and their assessment in the education of technologists (CCC/ESR (71) 49).

Assessment of undergraduate performance (CCC/ESR (71) 51).

Teaching by television in universities in the east of France (CCC/ESR (71) 54).

Aims and objectives of multi-media distant study systems (CCC/ESR (71) 57).

The procedure and the working methods of the Committee, its Bureau, its Secretariat and its liaison officers (CCC/ESR (71) 58).

The position of assistants (junior lecturers) and intermediary staff within the university staff (CCC/ESR (71) 60).

Role of the university in permanent education (CCC/ESR (71) 61).

The creation of a European Tele-University (CCC/ESR (71) 62).

Distant study systems in higher education in the Federal Republic of Germany (CCC/ESR (71) 63).

The role of students in the non-university sector of higher technical education (CCC/ESR (71) 67).

The role and the operating methods of independent research funds in Europe (CCC/ESR (71) 76 Revised).

Pedagogical training of university teachers (CCC/ESR (71) 79).

Ethics in university education, Strasbourg, 9-10 November 1971 (CCC/ESR (71) 80).

Distant study systems in higher education (CCC/ESR (71) 82).

Mobility of higher education staff and research workers — Report on a meeting of experts, Strasbourg, 4-5 November 1971 (CCC/ESR (71) 84).

Creation of organisational links between European research workers — Report on a meeting of experts, Strasbourg, 5 November 1971 (CCC/ESR (71) 85 Revised).

Some problems of assistant professors and of professors-in-charge in the Italian academic system (CCC/ESR (71) 86).

Admission to higher education and *numerus clausus* (CCC/ESR (71) 88).

Distant study systems at university level in France (CCC/ESR (71) 90).

Ethics of science — Report on a meeting of experts, Strasbourg, 9-10 November 1971 (CCC/ESR (71) 91).

Extension courses and distant study systems in higher education in Sweden, Strasbourg, 7-8 December 1971 (CCC/ESR (71) 92).

The position of assistants (junior lecturers) and intermediary staff within the university staff — Report on a meeting of experts, Strasbourg, 29-30 November 1971 (CCC/ESR (71) 94).

Policy and trends in the diversified development of tertiary education in member States — Report on a meeting of experts, Paris, 23-24 November 1971 (CCC/ESR (71) 97).

Multi-media distant study systems in higher education — Report on a meeting of experts, Strasbourg, 7-8 December 1971 (CCC/ESR (71) 98).

The influence of the new tasks of the universities in permanent education on their structure and organisation — Report on a meeting of experts, Strasbourg, 14-15 December 1971 (CCC/ESR (71) 99).

Distant study systems in higher education in the People's Republic of Poland (CCC/ESR (71) 100).

General and technical education

Methods of guidance and social education for 14-17 year age groups — Report, Rungsted Symposium, September 1970 (CCC/EGT (71) 1).

School holidays in the member States of the CCC (CCC/EGT (71) 2).

Further training of teachers by G. Gozzer (CCC/EGT (71) 5).

Secondary school leaving examinations by E. Egger (CCC/EGT (71) 6).

Man and the process of education by J.A.A. Verlinden (CCC/EGT (71) 7).

The place of grammar in modern methods of language teaching — Report, Brussels Symposium, November 1970 (CCC/EGT (71) 14).

Part-time technical and vocational education — Report, Noordwijk Symposium, April 1971 (CCC/EGT (71) 16).

Civic and social education — Report, working party, Strasbourg, April 1971 (CCC/EGT (71) 20).

The training of teachers of practical subjects in technical and vocational schools — Report, Oslo Symposium, June 1971 (CCC/EGT (71) 27).

The contribution of audio-visual media to the training and further training of teachers — Report, Palma de Mallorca Symposium, June 1971 (CCC/EGT (71) 29).

Technical education by P. Schleimer (CCC/EGT (71) 33).

Road safety education in schools — Report, second conference of governmental experts, Vienna, June 1971 (CCC/EGT (71) 41).

Factors in primary and secondary education which determine the effectiveness of further education in later life by F. Lebouteux (CCC/EGT (71) 44).

Creativity and artistic activities in school — Report, Brussels Symposium, October 1971 (CCC/EGT (71) 45).

Pre-school education — aims, methods and problems — Report, Venice Symposium, October 1971 (CCC/EGT (71) 46).

Tenth Session of the Committee for General and Technical Education — Report, October 1971, Strasbourg (CCC/EGT (71) 47).

Working Party on History — Report, December 1971, Strasbourg (CCC/EGT (71) 48).

Creativity and artistic activities in school by Y. Roger (DECS/EGT (71) 82).

The teaching of technology in the Federal Republic of Germany by W. Voelmy (DECS/EGT (71) 91).

The teaching of technology in France by A. Payan (DECS/EGT (71) 92).

The teaching of technology in Italy by A. Trotta (DECS/EGT (71) 93).

The teaching of technology in the United Kingdom by A.A. Haimes (DECS/EGT (71) 94).

Out-of-school education and cultural development

One week of educational television in Europe (CCC/EES (71) 47).

Methods of audience research applied by Western European Broadcasting Stations (CCC/EES (71) 69).

Cultural statistics
— Methodological study on their compiling and presenting (CCC/EES (71) 96).

Bibliography on cultural needs and aspirations
— France — Belgium (1960-71) (CCC/EES (71) 123).

European co-operation for the development of Sport for All
— Planning the future:
I. Finland, by H. Klemola (CCC/EES (71) 15);
II. Federal Republic of Germany, by J. Palm (CCC/EES (71) 16);
III. Netherlands, by W. Wagemaker (CCC/EES (71) 17);
IV. Norway, by P. Hauge-Moe (CCC/EES (71) 18);
V. Spain, by B. Castejon Paz (CCC/EES (71) 19);
VI. Sweden, by L. Bratt (CCC/EES (71) 20);
VII. United Kingdom, by W. Schwab (CCC/EES (71) 21);
VIII. Conclusions and prospects (CCC/EES (71) 22).

Brochure *Permanent Education — Synopsis of fifteen studies* (CCC/EES (70) 133).

Brochure *Permanent education — Fundamentals for an integrated educational policy.*

74

The Tutor — Introductory considerations concerning tutor training by J.J. Scheffknecht (CCC/EES (71) 29).

Brochure *Educational technology — Multi-media teaching and systems approach* by M. Schmidbauer (CCC/EES (71) 42).

Analytical classification of the categories of adults needing to learn foreign languages by R. Richterich (CCC/EES (71) 55).

Learning by units by Otto Peters (CCC/EES (71) 102).

Report of the meeting of experts to prepare a plan for a European unit-credit system in the field of adult language learning (30 September — 1 October 1971) (CCC/EES (71) 120 Revised).

Brochure *Job classifications and common trunk training courses* by J. Vincens (CCC/EES (71) 126).

Brochure *Modern language learning in adult education* — Report of the Rüschlikon Symposium — May 1971 (CCC/EES (71) 135).

Brochure *Conceptual and technical problems of long-range educational planning* (English only) by W. Clement (CCC/EES (71) 140).

Publication *Satellite communication services for education in Europe* (English only) by J.L. Jankovich.

III. Works published by, under the auspices of, or in collaboration with the Council for Cultural Co-operation

A. "EDUCATION IN EUROPE" SERIES[1]

SECTION I — HIGHER EDUCATION AND RESEARCH

The Teaching of Physics at University Level by W. Hanle and A. Scharmann (1967) — 168 pages.

A survey on training in physics in the universities of the member countries of the Council for Cultural Co-operation, its present state and plans for the future.

The Teaching of Geography at University Level by J. Tricart (1968) — 90 pages, published by G. Harrap Ltd., London. Price: £ 1.50.

Detailed critical analysis of conditions in which geography is taught at university level in the various CCC member States and the place this subject occupies in higher education and society.

The Teaching of Economics at University Level by J.F.H. Roper (1970) — 288 pages, published by G. Harrap Ltd., London. Price: £ 2.75.

The Screening of Students by J.M. Daniels (1970) — 90 pages, published by G. Harrap Ltd., London. Price: £ 1.25.

Study of the quantitative and qualitative data on the results of school-leavers and of the process of selection as well as of the scientific and administrative problems posed by the methods of selection.

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1. Works in this series, including Companion volumes, can, except where otherwise indicated, be obtained free of charge on request from the Directorate of Education and of Cultural and Scientific Affairs, Council of Europe, 67 - Strasbourg, France. Since these publications exist in relatively small numbers, they are reserved in the first instance for those with responsibility in the educational and cultural fields and graduates engaged in research.

75

The Teaching of Mathematics at University Level by F. Fiala (1970) — 163 pages, published by G. Harrap Ltd., London. Price: £ 1.50.

Comparative study of existing situation and trends, concentrating especially on comparing curricula with a view to establishing criteria for equivalence.

Companion volumes

Non-University Research Centres and their Links with the Universities — A report on the situation in Europe (1967) — 107 pages.

A survey of different types of research establishments, mostly scientific or technological, and their links with the academic world. The number and variety of these links is described in the report and its appendices.

Reform and Expansion of Higher Education in Europe (1967) — 264 pages.

Fourteen national reports on the situation of universities in member countries of the CCC. Common problems with different and therefore stimulating solutions.

European Research Resources: Assyriology by D.J. Wiseman (1967) — 32 pages.

Enquiry on teaching and research of Assyriology at universities in Europe: philological and archaeological study of ancient Mesopotamia, reconstruction of the rise and development of civilisation in the Near East.

European Research Resources: Radiochemistry (Nuclear chemistry) by Prof. J.P. Adloff (1967) — 56 pages.

Realistic picture of the present situation of research in nuclear chemistry and radiochemistry. Equipment — reactors and accelerators — in fifteen European countries as well as centres of nuclear chemistry.

European Research Resources: Radio-astronomy by J.E. Denisse (1967) — 36 pages.

After reviewing the present position of radio-astronomy in Europe, this study goes on to demonstrate that European research will have to call upon the technological potential in all countries if it is to retain its present advantage. A list of the principal Radio-astronomy Research Centres in Europe is appended.

European Research Resources: Geography by J. Tricart (1968) — 49 pages.

Analysis of the conditions of geographical research as determined by the nature of the subject; its organisation; possibilities of international co-operation.

European Research Resources: Photochemistry by Dr. Martin Fischer (1970) — 162 pages.

Study based on a document discussed in 1969 by a group of photochemistry experts in Strasbourg. It gives the research situation in member States for this branch of science.

The Educational and Social Background of Students by Frank G. Healey (1971) — 110 pages and separate 55-page appendix.

Conclusions, necessarily broad and tentative, based on national statistics (set out in table form in the appendix).

76

Pupil Guidance — Facts and Problems by M. Reuchlin (1964) — 370 pages.

Subjects chiefly dealt with: orientation and technical, economic and social progress; child guidance related to the immediate environment; child guidance and the general characteristics of school life; methods of guidance; the main stage of guidance.

Teacher Training by J. Majault (1965) — 212 pages.

Comparative study dealing with the recruitment, initial training and in-service training of teachers in primary, secondary, technical and vocational education in Europe.

Introducing Europe to Senior Pupils by R. Jotterand (1966) — 75 pages.

A handbook for the teacher wishing to gain a clearer idea of European facts and problems and looking for suitable pedagogical material.

The Observation and Guidance Period by Y. Roger (1967) — 140 pages.

An analysis of the main features of pupil observation and guidance in the different vertical and horizontal systems.

History Teaching and History Textbook Revision by O.E. Schüddekopf in collaboration with E. Bruley, E.H. Dance and H. Vigander (1967) — 258 pages.

Result of the work of four experts. Each chapter of this study is devoted to one particular aspect of history teaching demonstrating the gradual realisation of a sense of European unity.

Geography Teaching and the Revision of Geography Textbooks and Atlases by E.C. Marchant (1968) — 140 pages.

Results of the four Conferences on removal of bias in school textbooks and their improvement. Contains chapters on Europe and its regions; type of maps needed for the most effective study of this continent; source material and toponymy; a summary of supplementary publications.

Examinations — Educational Aspects by A. Agazzi (1968) — 150 pages.

The problem of examinations may be considered as a common denominator of contemporary agitation in the universities and this work deals with examinations from the point of view of comparative teaching and future prospects.

The Place of History in Secondary Teaching by E.H. Dance (1968) — 126 pages, published by G. Harrap Ltd., London. Price: £ 1.20.

A comparative study based on reports presented by twenty countries at a course held at Elsinore.

School Systems — A Guide (2nd revised edition, 1970) — 300 pages (price £ 1.50 from Council of Europe Sales Agents).[1]

A survey covering general, technical and vocational education and teacher training, with figures and diagrams up to date to 1970.

1. Listed at end of volume.

The Countries of Europe as seen by their Geographers, compiled by E.C. Marchant (1970) — 197 pages, published by G. Harrap Ltd., London (price £ 1.90).

A collection of individual essays contributed by a geographer from each country described, prefaced by a general chapter on Europe and its regions.

The Teaching of Geography at School level by E.C. Marchant (1971) — 195 pages, published by G. Harrap Ltd., London (price £ 1.85).

Essays on trends in geography teaching in each country, together with an analysis of the replies of governments to a questionnaire on such teaching at both primary and secondary level.

Companion volumes

Books Dealing with Europe — Bibliography for teachers (1965) — 67 pages.

Brief analytical notes on works particularly recommended to teachers wishing to develop European themes for classroom use. Most of the works are published in the English, French, German or Italian languages.

Out-of-class Activities and Civic Education by P.R. Fozzard (1967) — 55 pages.

This work is in some respects an adjunct to the study of Mr. Jotterand's " Presenting Europe to Senior Pupils " which concentrated on classroom instruction. Its aim is to help teachers prepare schoolchildren for responsible adulthood in the modern world.

European Curriculum Studies: *No.* 1 *Mathematics* by Van Halls and D. Humphreys (1968) — 100 pages.

Full account of mathematics teaching in top classes of secondary schools.

European Curriculum Studies: *No.* 2 *Latin* by E.P. Story (1969) — 49 pages.

Complete and well documented account of Latin teaching in top classes of secondary schools.

Towards a European Civic Education during the First Phase of Secondary Education, by Yves Roger (1969) — 44 pages.

The work contains a number of useful pointers for teachers engaged in civic education at the lower secondary level. It completes the series of three studies in this field sponsored by the CCC.

Catalogue of audio-visual documents for the training of teachers (1970) — 196 pages.

This catalogue gives detailed information about films strips, slides, film and audio aids dealing with the following subjects: the history of education, the organisation of education, educational methods, child and educational psychology, teaching techniques, information on education and careers, special schools.

Report on films for the teaching of mathematics in Europe by P. Burgraeve (1970) — 120 pages.

An inventory of films on mathematics at present available which have been produced in Belgium, France, Ireland, Switzerland, the United Kingdom and Yugoslavia. It presents a wide cross section, complete with commentaries, and deals with the direction of future research in the field of films for teaching purposes.

Technical and Vocational Education: Six Area Studies by D. Porter (1970) — 147 pages.

Comparative study of areas in six countries with particular reference to significant developments in curriculum, syllabus and teaching methods.

How to Visit a Museum by Pierre Rebetez (1970) — 186 pages.

Shows how museums and schools by uniting their efforts for teaching purposes can promote the development of the pupils's creative faculties.

Continued Education by E.W. Sudale (1971) — 117 pages.

Deals with the educational needs and aspirations of the non-academic majority of Europe's teenagers (13-18), and the provision that is, or should be, made to satisfy them.

The Educational Aspects of School Building (1971, English only) — 67 pages.

Sets out the results of two international conferences, held in Austria and the Netherlands, attended by educators, administrators and architects.

SECTION III — OUT-OF-SCHOOL EDUCATION AND CULTURAL DEVELOPMENT

Leisure Time Facilities for Young People from 13 to 15 Years of Age (1965) — Illustrated.

Survey made in co-operation between the CCC, the Dutch Foundation " Space for Youth " and UNESCO. Includes a broad indication of the types of facilities which should be provided for young people as well as information on pilot schemes.

Training the Trainer — A suggested programme for general leaders of physical recreation and sport — Second edition (1966) revised and supplemented — 71 pages.

A programme of 100 hours' instruction in the training of part-time trainers (youth leaders etc.).

Workers in Adult Education — Their status, recruitment and professional training (1966) — 107 pages.

A pilot-study outlining the concept of adult education and its present significance in Europe. It contains descriptions and comparisons of the factual situation in the six countries: Belgium (Flanders), France, Federal Republic of Germany, Netherlands, Norway, United Kingdom.

Companion volumes

Directory of Youth Organisations by J. Joussellin (1968) — 340 pages.

This volume with more than 1,600 youth organisations, both national and international, is intended for all those people, institutions and authorities involved or interested in youth activities.

The Organisation of Youth in Europe by J. Joussellin (1968) — 125 pages.

A comparative study in two parts, the first dealing with youth organisations (origins and objectives, evolution, diversity etc.) and the second with the organisation of youth (youth policy etc.).

79

The Responsibilities of Women in Social Life by A. Zucconi (1968) — 27 pages.

Pilot-study, based on the documentations and recommendations given by nine countries. Active share of women in political life and professional activities; the role of women in the society and the family; associations for women etc.

Sport for All — Exercise and Health by P.O. Astrand (1969) — 34 pages.

First of a series of publications on this subject, it describes how physical training can provide a means of combating the ageing process and indicates how sport should be practised.

The Status and Training of Youth Leaders by G. Vessigault (1969) — 352 pages.

The publication summarises and supplements the results of the courses, takes stock of the situation in member countries and outlines themes of research with a view to finding solutions to common problems.

Public Supervision of Correspondence Courses — The Harmonisation of Legislation by Isaäc J. Sloos (1969) — 56 pages.

In the acquisition of knowledge which is essential to anyone who is not content to stagnate, teaching by correspondence plays an increasingly important role. Its development will call for the application of general regulations for the prevention of abuses.

The Literature of Science Popularisation — A study of the present situtions in member States of the Council for Cultural Co-operation by Jean Pradal (1969) — 105 pages.

After defining popularisation, the author comments on the various media resorted to: auditive visual, audio-visual and literary, concentrating particularly on the latter.

Educational Leave — A key factor of permanent education and social advancement by R. Crummenerl and G. Dermine (1969) — 128 pages.

This study is the production of a research team. It presents a general survey of the legal provisions and the collective conventions or other agreements governing leave granted for educational purposes in 16 countries participating in the activities of the CCC.

Sport for All — Five Countries Report (1970) — 140 pages.

The second of a series of publications on Sport for All. The aim of this volume is to present an outline of the experience of five European countries (Federal Republic of Germany, Netherlands, Norway, Sweden, United Kingdom).

The Place of Education by Correspondence in Permanent Education by E.G. Wedell (1970) — 98 pages.

This study takes stock of the situation in member States. The author points out the countries which make use of correspondence courses and deals with the institutions providing them, as well as with the methods and the supervision and assessment of results.

Sport for All — Physical activity and the prevention of disease by Dr. Ph. Réville (1970) — 43 pages.

Studies, and presents facts and figures on, the beneficial impact of physical activity (especially non-competitive sport) on health.

80

Sport for All — Low-cost Swimming Pools (1970) — 84 pages.

Sets out general principles, and includes three specific studies by Dutch, Austrian and Swedish architects on a type of construction which will enable greatly increased numbers to benefit from swimming facilities.

Facilities for Cultural Democracy (1971) — 41 pages.

Presents the results of the 1970 Rotterdam Symposium on socio-cultural equipment of towns, in which architects, town-planners, administrators, sociologists and educators participated.

Section IV — General

Modern Language Teaching by Television by R. Hickel (1965) — 185 pages.

Subjects dealt with: the principal existing TV programmes for modern language teaching; educational, technical and practical problems; the reaction of the public and of pupils. Concluded with an evaluation of TV as a language technique, compared with other aids.

Educational and Cultural Films — Experiments in European Co-production by C.H. Dand, J.A. Harrisson, and S.I. van Nooten (1965) — 110 pages, illustrated.

Methods of production and distribution of educational and cultural films. Full technical data relating to some fifty films so far jointly produced in Western Europe and details of their availability for viewing or loan purposes.

Europe's Guests: Students and Trainees by A.F. Dunlop (1966) — 187 pages.

A survey on welfare of foreign students and trainees in Europe.

Art of the Cinema in Ten European Countries (1967) — 265 pages.

An essay devoted to the development and the situation of ten national cinemas in Europe (Austria, Belgium, Denmark, Federal Republic of Germany, France, Italy, Netherlands, Sweden, Turkey and the United Kingdom). Each chapter is written by a film specialist.

The Use of Short 8 mm Films in European Schools by R. Lefranc (1967) — 134 pages.

A study on the teaching potential of the 8 mm short films; the apparatus and the films in the European production.

Direct Teaching by Television (1967) — 94 pages.

Account of a European Conference held in December 1966 in Rome. Papers on *Telescuola* (Italy), *Telekolleg* (Bavaria), *Radio-Télé-Bac* (France), the British " Open University " project etc.

Companion volumes

Films on Geography — A selective catalogue (1966) — 44 pages.

A catalogue of films on geography teaching from ten different countries selected for their technical value and their suitability for inclusion in the school curricula.

Audio-visual Aids in Developing European Countries by E. Luft (1966) — 31 pages.

An enquiry into the needs of developing countries for films and other audio-visual aids used in education. The six countries the author, Mr. Luft, visited were: Iceland, Ireland, Italy, Greece, Spain and Turkey.

The Use of Closed-Circuit Television in Technical Education (1966) — 94 pages.

Report of a seminar to show that closed-circuit television installations tend to be used for broader purposes than mere demonstration.

European Research in Audio-visual Aids (1966) — 2 volumes — 116 and 143 pages.

These publications (Part I: Bibliography — Part II: Abstracts) attempt for the first time to catalogue and summarise the research in audio-visual aids which has been carried out in Europe and cover the period 1945 to 1963 (Editor: J.A. Harrisson).

A Catalogue of Films on Nature Conservation (1967) — 70 pages.

The first object of this catalogue is to make good films more widely known.

The Theatrical Distribution of Cultural Films by P. Léglise (1967) — 135 pages.

The distribution of "cultural films" (short films, full-length documentaries, films for children and young people) through the network of public cinemas. Paying and larger audience instead of a too limited public etc.

Films for the Teaching of European Geography by Th. Hornberger (1968) — 52 pages.

A preliminary collation of audio-visual material available in Europe for the teaching of European geography. Contains the results of Mr. Hornberger's enquiry and the lists of films produced by the various member countries of the Council for Cultural Co-operation.

Second Seminar on Direct Teaching by TV — Scheveningen 1968 (1969) — 47 pages.

This seminar, which considered applications to adult education only, concentrated on the assessment of needs and the evaluation of results.

Permanent Education (1970) — 512 pages.

A compendium of studies commissioned by the CCC as its contribution to United Nations International Education Year.

The Use of Closed-Circuit Television in Higher Education (Humanities) (1970) — 48 pages.

Contains the principal reports and conclusions of a seminar which was held at Padua University in 1968.

The Reception of and Response to Modern Language Teaching Programmes by Television Intended for the General Public by Wolfgang Halm (1970) — 120 pages.

Analyses the results of a survey carried out in member countries. A follow-up to *Modern Language Teaching by Television.*

B. MODERN LANGUAGES IN EUROPE[1]

As a contribution to the "Major Project, Modern Languages" of the Council for Cultural Co-operation, the International Association of Applied Linguistics Publishers (AIDELA) published a special series of works in co-operation with the Council of Europe.

1. Works in this series were published by G. Harrap, London, in English and by M. Didier, Paris, in French. They are obtainable directly from the publishers.

82

The following titles have been so far published:

— *Linguistic Theories and their Application.*
— *The Language Laboratory in Higher Education — an Experiment.*
— *Modern Languages and the World of To-day.*
— *Modern Languages in Great Britain and Ireland.*
— *The Teaching of Modern Languages in Secondary Vocational and Commercial Schools.*

C. WORKS PUBLISHED IN NON-OFFICIAL LANGUAGES[1]

Actividades extraescolares y education civica
La idea de Europa en la enseñanza media
Publ. Doncel, Pérez Ayuso, 20, Madrid-2

Europa im Unterricht
Publ. Europa Union Verlag GmbH, Köln.

Lehrerbildung
Schul-und Berufsberatung — Tatsachen und Probleme
Publ. Verlag Julius Beltz, Weinheim und Berlin.

Europese Vorming in de hoogste klassen van de scholen voor voortgezet onderwijs (René Jotterand).
Para-scolaire Aktiviteiten en Staatsburgerlijke Vorming (P.R. Fozzard).
Europese burgerschapsvorming in de eerste jaren van het voortgezet onderwijs (Y. Roger).
Publ. Centrum voor Europese Vorming in het Nederlandse Onderwijs; Sekretariaat: Oudegracht 90, Alkmaar.

D. OTHER PUBLICATIONS[1]

Paedagogica Europea — European Yearbook of Educational Research — Volume VI — 268 pages (1971). Articles in English, French or German. Published by Agon Elsevier, Amsterdam and Brussels, Georg Westermann Verlag, Brunswick, W. and R. Chambers, Edinburgh and London, Librairie A. Hatier, Paris.

Regards neufs sur l'Europe. An information booklet of today, intended for young people and youth organisations. French edition only by Editions du Seuil, Paris.

Differentiation and Guidance in the Comprehensive School — An account of a conference organised by the Swedish Government in 1958 under the auspices of the Council of Europe. English edition published by Almquist et Wiksell, Stockholm; French edition by the *Institut Pédagogique National*, rue d'Ulm, Paris.

Schools in Europe by Prof. Dr. Walter Schultze — Published on behalf of the German Institute for International Educational Research in co-operation with the Council for Cultural Co-operation of the Council of Europe.
Volume I: Iceland, Norway, Sweden, Finland, Denmark, Federal Republic of Germany, Austria, Switzerland.
Volume II: Great Britain, Ireland, Netherlands, Belgium, France, Luxembourg.
Volume III: Portugal, Spain, Italy, Greece, Cyprus, Turkey, " Ecoles Européennes ".
English, French and German editions: Verlag Julius Beltz, D 694 Weinheim/Berlin — Postfach 167.

1. These works are obtainable directly from the publishers.

Multilingual Vocabulary of Film Terms — Numerical and alphabetical list of about 900 terms in English, French, German, Dutch, Italian, Spanish and Danish, published under the auspices of the Council of Europe by the Netherlands Information Service (43 Noordeinde, The Hague) (1962).

Multilingual Vocabulary of Educational Radio and Television Terms — Numerical and alphabetical lists containing about 800 terms in English, French, German, Italian, Dutch, Spanish and Swedish. Published (1971) under the auspices of the Council of Europe by the *Internationales Zentralinstitut für das Jugend und Bildungsfernsehen*, Bayerischer Rundfunk, 8 München 2, Rundfunkplatz 1, F.R.G.

THESES WRITTEN BY FELLOWSHIP-HOLDERS AND PUBLISHED BY A.W. SIJTHOFF (LEYDEN, NETHERLANDS) IN THE "EUROPEAN ASPECTS" SERIES

Culture

K.R. Stadler	*Adult Education and European Co-operation* (1960)
G. Pirrone	*Une tradition européenne dans l'habitation* (1963)
P. Brinson	*Background to European Ballet* (1966)
W. Ritter	*Fremdenverkehr in Europa* (1966)
G. Corradi	*Philosophy and Coexistence* (1966)
J. Quinn	*The Film and Television as an Aspect of European Culture*

Economics

M. Fisher	*Wage Determination in an Integrating Europe* (1966)

Political questions

F.S. Lyons	*Internationalism in Europe, 1815-1914* (1959)
P.H.J.M. Houben	*Les Conseils des Ministres des Communautés européennes* (1964)
U. Kitzinger	*Britain, Europe and Beyond* (1964)

Social questions

J.P. Corbett	*Europe and the Social Order* (1959)
R. Krisam	*Die Beteiligung der Arbeitnehmer an der öffentlichen Gewalt* (1960)
Z. Suda	*La division internationale socialiste du travail* (1967)

Law

A. Clemens	*Der europäische Beamte und sein Disziplinarrecht* (1961)
C. Economides	*Le pouvoir de décision des organisations internationales européennes* (1964)
F. Monconduit	*La Commission européenne des Droits de l'Homme* (1965)
H. Wiebringhaus	*Gerichtshof für Europa?* (1967)

Among other publications in the "European Aspects" series

A.H. Robertson	*The Council of Europe* (1962)

84

Translations of literary works from lesser-known European languages

(*a*) Into English

The Waving Rye by J.v. Jensen (Published by Gyldendal, Copenhagen, 1958) (From Danish).

Floodtide of Fate by O. Dun (Sidgwick and Jackson, London, 1960) (From Norwegian).

Seven Icelandic Short Stories (Ministry of Education, Reykjavik, 1960) (From Icelandic).

Aniara by H. Martinson (Hutchinson, U.K., and Knopf, New York, 1963) (From Swedish).[1]

The Man in the Mirror by H. Teirlinck (Heinemann, London, and Sijthoff, Leyden, 1963) (From Flemish).

Alberta and Freedom by C. Sandel (Peter Owen, London, 1963) (From Norwegian).

The Old Farmhouse by J.D. Williams (Heinemann, London, and Sijthoff, Leyden, 1961) (From Welsh).

The Garden Where the Brass Band Played by S. Vestdijk (Heinemann, London, London House, New York, and Sijthoff, Leyden, 1965) (From Dutch).

Poems by Rosalie de Castro (Ministry of Foreign Affairs, Madrid, 1964) (From Galician).

Character by F. Bordewyk (Peter Owen, London, 1966) (From Dutch).

I Come from a Raging Sea by Evert Taube (Peter Owen, London, 1966) (From Swedish).

Only a Game by Cla Biert (Peter Owen, London, 1968) (From Ladin).

Icelandic Poetry (*An anthology of* —) by Eirikur Benedikz (From Icelandic).

The Lost Musicians by William Heinesen (Twayne publishers, inc., New York, and the American-Scandinavian Foundation, 1971) (From Danish).

(*b*) Into French

Poèmes akritiques et la Mort de Dinégis by A. Sikelianos (French Institute of Athens, 1960) (From Greek).

Un point sur la carte — Selected short stories, by S.F. Abasiyanik (Sijthoff, Leyden, 1962) (From Turkish).

Poésies autrichiennes 1900-1965 (Bergland Verlag, Vienna, 1966).

Nouvelles by A. Papadiamantis (From Greek).

Belina by Michel Camelat (*Institut d'études occitanes* in Toulouse, 1962) (From Occitanian).

Contes du Frioul by Caterina Percoto (From Friuli).

Poèmes by Juan Maragall (Ministry of Foreign Affairs, Madrid, 1968) (From Catalan).

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[1] This book has also been translated into German. Published by Nymphenburger Verlagshandlung Munich, 1961.

85

Suite poétique maltaise by Laurent Ropa (Ministry of Education, Valetta, 1970) (From Maltese).

Resquilleur — Nouvelles choisies by M.S. Esendal (Ministry of Education Press, Istanbul, 1971) (From Turkish).

IN THE EUROPEAN FOLKLORE SERIES

European Folk Tales (Rosenkilde and Bagger, Copenhagen, 1963).

European Folk Ballads (Rosenkilde and Bagger, Copenhagen, 1967).

Théatre populaire européen (Maisonneuve et Larose, Paris, 1967) (French only).

IV. Publications and material for display based on the European Art Exhibitions

CATALOGUES

— First Exhibition: " Humanist Europe " (in French and in Dutch).

— Second Exhibition: " The Triumph of Mannerism from Michelangelo to El Greco " (in French and in Dutch).

— Third Exhibition: " The VXIIth century in Europe: Realism, Classicism and Baroque " (in Italian).

— Fifth Exhibition: " The Romantic Movement " (in English).

— Sixth Exhibition: " The Sources of the XXth Century: the arts in Europe from 1884 to 1914 " (in French and in English).

— Seventh Exhibition: " Romanesque Art " (in French and in Spanish).

— Eighth Exhibition: " European Art around 1400 " (in French and in German).

— Ninth Exhibition: " Byzantine Art as a European Art " (in French and in English).

— Tenth Exhibition: " Charlemagne — His life and work " (in French and in German).

— Eleventh Exhibition: " Queen Christina of Sweden and her epoch " (in English and in Swedish).

— Twelfth Exhibition: " Gothic Art in Europe " (in French).

— Thirteenth Exhibition: " The Order of St. John in Malta " (in English).

FILMS

L'Europe humaniste (Brussels, 1954) (Apply to: Service du cinéma, Ministère de l'Education Nationale, 7, quai du Commerce, Brussels, Belgium).

The Age of Rococo (Munich, 1958) — Short-length and full-length version in English, French and German. (Apply to: Film Studio Walter Leckebush. Titienstrasse 16, Munich 19, Federal Republic of Germany).

Charlemagne, his work and influence (Apply to: Film Department, Federal Ministry of Foreign Affairs, Nassestrasse, Bonn).

86

Sets of notes and colour slides

Publications filmées d'Art et d'Histoire, 13, rue Carvès, 92 - Montrouge VI', have produced a series of slides in the standard series in Council of Europe colours on the following European art exhibitions:

— First Exhibition: " Humanist Europe ".

— Second Exhibition: " The Triumph of Mannerism ".

— Third Exhibition: " The XVIIth century in Europe: Realism, Classicism and Baroque ".

— Fourth Exhibition: " The Age of Rococo ".

— Fifth Exhibition: " The Romantic Movement ".

— Sixth Exhibition: " The Sources of the XXth Century: the arts in Europe from 1884 to 1914 " (three volumes).

— Seventh Exhibition: " Romanesque Art ".

— Eighth Exhibition: " European Art around 1400 ".

— Ninth Exhibition: " Byzantine Art as a European Art ".

— Tenth Exhibition: " Charlemagne — His life and work ".

— Eleventh Exhibition: " Queen Christina of Sweden and her epoch ".

— Twelfth Exhibition: " Gothic Art in Europe ".

Each contains a pamphlet with an introduction and notes on each painter and each work. These pamphlets have been written by the most eminent specialists on the period.

E7

APPENDIX D

Programme financed by the Cultural Fund in 1971

ESTIMATED RECEIPTS

TO FINANCE THE 1971 PROGRAMME

(Head I to III of estimated expenditure)

1. Authorised programme (190th meeting of the Ministers' Deputies)	2 503 868
2. Contributions from non-member governments having acceded to the European Cultural Convention:	
(*a*) Spain	240 379
(*b*) Holy See	5 500
(*c*) Finland	45 069
(*d*) Greece	62 095
3. Other contributions:	
(*a*) Voluntary contributions from governments	p.m.
(*b*) Contributions from other sources	p.m.
4. Other receipts:	
(*a*) Royalties	16 000
(*b*) Sale of publications	40 000
(*c*) Bank interest	120 000
(*d*) Miscellaneous	5 000
(*e*) Reimbursement of indirect taxes	25 000
Total:	3 062 911

ESTIMATED EXPENDITURE

1971 PROGRAMME

Head I - EDUCATION	
Section I — Higher education and research	467 080
Section II — General and technical education	989 828
Head II - OUT-OF-SCHOOL EDUCATION, CULTURAL DEVELOPMENT, YOUTH	
Section III — Development of education, cultural development and youth	923 364
Head III - COMMON ACTIVITIES	
Section IV —	681 670
Total:	3 061 942

HEAD I

Education

Section I — HIGHER EDUCATION AND RESEARCH

1 *Structure and organisation of higher education*	
10 Diversification of post-secondary education	5 000
11 Role and status of students in university affairs	15 000
12 Role and status of university staff and research workers	47 000
15 Planning of higher education and research	15 000
17 The universities and permanent education	8 000
2 *Curricula — content and methods*	
21 Curricula studies and equivalence of qualifications	49 000
26 Modern languages	120 000
3 *Methods and techniques*	
30 Educational technology	14 000
4 *Research co-operation*	
410 Ethics of science	15 000
411 Research funds	15 000
412 European research resources and co-operation between European research workers	51 000
413 Research seminars	50 000
414 Research into higher education (co-operation)	32 000
9 *Calling in of experts* (consultations, official journeys, studies) *and convening of small ad hoc study groups*	55 000
Total of programme estimates	491 000
Less technical reductions	23 920
Total of allocations granted	467 080

89

Section II — GENERAL AND TECHNICAL EDUCATION

1 *Organisation and structures of education*	
11 General problems of organisation and structures of education	52 500
16 Examinations, curricula and continuous assessment of pupils	84 200
18 Participation in education	9 500
2 *Contents, subjects and curricula*	
22 *Subjects*	
221 *Modern languages*	130 000
224 *Civics and European Education*	102 000
227 *Art and music*, development of creative powers in education	23 000
228 *Technical subjects*	66 000
3 *Methods and techniques, teacher training*	
31 *Methods and techniques in education*	
311 Audio-visual media	148 800
32 *Teacher training*	p.m.
323 Training of technical and vocational teachers.....	28 000
33 *Further training of teachers*.....	20 000
4 *External relations, technical assistance, special services*	
41 *External relations*	
411 Co-operation with NGOs	85 000
412 Creation of and co-operation with European centres	26 000
42 Mutual aid	165 700
43 *Special services*	
431 Documentation	41 000
9 Calling in of experts	50 000
Total of programme estimates	1 031 900
Less technical reductions	42 072
Total of allocations granted	989 828

HEAD II

Out-of-school education and cultural development

Section III — DEVELOPMENT OF EDUCATION, CULTURAL DEVELOPMENT AND YOUTH

1 *Development of education*	
11 Initial survey on permanent education	65 000

— *Adult education*

12 *Organisation, future structures*

121 The present situation and possible developments of adult education in Europe
122 Legislation and planning in adult education
123 Comparative statistics
} 21 000

13 *Contents, subjects and programmes*

131 Outline programmes
132 Sciences
133 Modern languages
134 Public libraries
} 45 000

14 *Educational technology*

141 New types of out-of-school education
142 Multi-media systems
143 Education by correspondence
144 Programmed instruction
} 66 500

15 *Co-operation with NGOs*

151 European Bureau of Adult Education 9 000

2 *Cultural development*

Part I: the four main priority themes: points III.21 to 24

21 *Elements for a cultural policy* (Theme I)

211 Methodological research 10 000
212 Cultural statistics 10 000
213 Qualitative stories on cultural development 5 000
214 Society's cultural accounts 18 800
215 Cultural budgets of different types of local community ..... —

22 *Experimental study of cultural development in towns* (Theme II) 95 000

23 *Planning the socio-cultural environment* (Theme III) 10 000

231 Facilities from a more general socio-cultural angle 9 000
232 Moderately priced sports facilities 10 000
233 Means of management of certain types of socio-cultural activities 18 500
234 Cultural innovations and evolution of their results ..... p.m.

24 *Sport for All* (Theme IV) 77 500

Part II: themes under study in the Secretariat: Points III.24 to 27

25	Cultural promotion: aesthetics	59 600
26	Television and cultural development	30 000
27	Campaign against social illiteracy	p.m.

Part III: activities no longer falling within the main priority themes and due to be completed in 1971 or 1972: points III.21 to 34

31	*Facilities for outdoor leisure*	3 000
33	*Cultural diplomacy in Europe*	20 000
34	*Campaign against scientific illiteracy*	—

Part IV: points III.41 to 44

41	European art exhibitions — 14th exhibition (United Kingdom)	75 000
42	Council of Europe film weeks	15 000
43	Dubbing and distribution of films	14 000
44	Preservation and rehabilitation of groups and areas of buildings of historical or artistic interest	10 000

Part V: Youth activities: Point III.51

5	*Youth activities*	
51	(Youth Centre) Harmonisation, co-ordination and promotion of research in the field of youth	40 000

Part VI: Miscellaneous: Point III.61

61	*Cultural identity card*	4 000
62	Co-operation with NGOs: Points III.621 to 624	
621	Co-operation with NGOs in the field of sport	22 600
622	*Youth*	100 000
623	Co-operation with NGOs and cultural development	—
624	Educational courses and conferences (national or international) of European interest	10 000
9	Calling in of experts	75 000
	Total of programme estimates	948 500
	Less technical reductions	25 136
	Total of allocations granted	924 364

HEAD III

Common activities

Section IV — COMMON ACTIVITIES

1	*Activities of common interest or co-ordinating activities*	
11	*Educational documentation and educational research*	
111	Co-operattion in the field of educational documentation	101 000
113	Co-operattion in the field of educational research	98 000

2 *General information, publicity and publications*	
21 *Education and Culture* review 23 Publicity 24 Publications	267 700
6 *Co-operation with NGOs*	
61 Contribution to the work of NGOs	15 000
62 Meetings of NGOs	13 000
7 *Grants*	
711 International Secretariat of European Schools Day	97 000
9 *Working expenditure*	
91 Calling in of experts (consultations, official journeys, studies) and convening of small ad hoc study groups	30 000
93 Sundry and unforeseen expenditure	40 000
95 Indirect taxes and bank charges	35 000
Total of programme estimates	696 700
Less technical reductions	15 030
Total of allocation granted	681 670

APPENDIX E

Balance-sheet of the Cultural Fund as at 31 December 1971

ASSETS

I.	*Liquid assets*		
	— Banks	1 028 087,06	
	less:		
	— Current payments	39 690,29	988 396,77
II.	*Sundry debtors*		
	— Expenditure incurred and still to be cleared at the end of the year	1 300,—	
	— Other debtors	33 182,43	34 482,43
			1 022 879,20

LIABILITIES

I.	*Provisions to be constituted at the close of the financial year*	
	— Provisions for liabilities still to be coded	792 164,59
II.	*Special accounts*	
	— Restoration of works of art of Florence	31 979,35
III.	*Sundry creditors*	21,49
IV.	*Balance of the financial year*	198 713,77
		1 022 879,20

Strasbourg, 31 January 1972

Signature of the
Financial Controller

Signed: Edmond LUCAS

For the Secretary General,
Director General of
Administration and Finance

Signed: A. DAUSSIN

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1. For countries where are no Sales Agents, or in case of diffculties, please apply directly to: Publications Division, Council of Europe, Strasbourg, France.

END